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ABSTRACT

The Specials Projects (Innovations) Program of the Commonwealth Schools Commission in Australia was established to improve primary and secondary education by encouraging innovation and diversity in teaching through grants to individuals, usually teachers. This study focuses on the professional development of the teachers involved. Forty-five grantees took part in an interview at the conclusion of their innovative projects and also completed a self-rating questionnaire. From the data obtained, interview extracts were selected which seemed to be representative of and consistent with general responses of the entire group. Case studies are presented which illustrate the relationship between change and experience in individual cases. Summaries of the grantees' experiences delineate the development of their projects from conception to evaluation and beyond, focusing on their actions and decisions, ego involvement, and professional idealism. A technical report presents a detailed examination of the study, its implementation, and implications for professional self-development and innovation. (JD)

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You Are Special

A Study of Innovative Teachers

C K Malcolm
J M Owen

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"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PETER : *Can I start by giving my general feelings about the Innovations Program? I tend to feel that changes on students, initially anyway, haven't been all that one would have hoped. But the overall professional development of people involved is enormous! The benefits have been enormous!*

CLIFF : *Why do you say that?*

PETER : *I suppose from looking at a lot of cases like mine. The key to the whole thing is making someone special; it's not how much money a person gets, but the fact that they are given some sort of responsibility. So someone is saying 'You are special' and that gets the best out of people. . . The spin off, certainly from my own experience, has been enormous.*

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COMMONWEALTH SCHOOLS COMMISSION

The Specials Projects (Innovations) Program of the Commonwealth Schools Commission ran from 1974 to 1981. The major aim of the Program was to investigate ways and means in which an improvement could be made in the teaching and learning in schools. In the Commission's view the potential of the Program to effect changes in students was always closely linked to the professional development of those who were awarded grants.

To determine the impact of the Innovations Program on the grantees themselves, the National Innovations Committee recommended that an independent study be carried out. The researchers for the study were Dr. John Owen and Dr. Cliff Malcolm.

The publication of this "Impact Study" not only enables an accountability statement of some of the important effects of a Commission program but also serves as a model for those wishing to pursue similar evaluations.

Neil Russell

NEIL RUSSELL

CHAIRMAN, STEERING COMMITTEE,
IMPACT STUDY PROJECT.

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Throughout the report, the anonymity of teachers and projects has been protected. All names are fictitious and, since state and system differences did not show up in the data analysis, these aspects have often been changed.

SECTION 1

EVALUATION REPORT

"Words seem to be so empty! The project was just such an exciting time for everyone. . . . . "

(Sr Kathrine)

"(The program) did a lot for me personally. It showed me that if you have some ideas, it is possible to implement them. It did a lot for my ego. It did a lot for my leadership, even at that stage (after more than 30 years as a principal in a variety of schools). . . . . It opens the door for all sorts of things."

(Stan Jacobs)

"If you had told me three years ago that one day I was going to give an inservice course to other teachers, I would have said you were mad!"

(Barry Pollack)

"And getting the grant, it started a flow you see: the effect was to turn the tap and start ***everybody*** *contributing – the staff, parents, the parents and friends. The momentum it set off was, sort of. . . . Perpetual Motion!"*

(Brian Batten)

"I was working so hard for the school and on this, y'know. And giving everything to the school in a way I'd never done before. . . It was just all day and all night! That was the turning point: when I started waking in the middle of the night, having it on my mind. . . .

(Carol Frewin)

"It has not had much influence on me. It is just the ordinary course of events. . . . We have increased where the need is and decreased where there is need no longer."

(Sr Patricia)

CONTENTS

INTRODUCTION 1

PART 1: SMALL CHANGE, BIG CHANGE 5
1. Maureen 6
2. They built workshops 8
3. Peter 11
4. Carol 13

PART II: THE PROJECT EXPERIENCE 19
5. Professional Behaviour 20
6. Decision to Apply 22
7. Preparation of the Submission 28
8. Grant Success 31
9. Implementation 33
10. Evaluation and Beyond 39

PART III: CHANGE 41
11. A General View 42
12. The Extended Professionals: Group 1 47
13. The Extended Professionals: Group 2 50
14. Limited Expansion: Group 3 53
15. Limited Impact: Group 4 54
16. Impact on Other Staff 55

CONCLUSION 56

APPENDIX A 59

INTRODUCTION

This is a story of teacher development. The teachers in the story are special to the extent that they developed proposals for innovatory projects in their schools, competed for grants offered by the Australian Schools Commission through its Innovations Program, and succeeded. The teachers are encouraged to feel special, as Peter Fowles suggested, by the way in which the Innovations Program is organized; grants are awarded directly to the successful applicants who then have sole responsibility for implementation and financial management of their projects.

The question we asked was whether, and in what ways, participation in the Innovations Program was perceived as a valuable professional experience by this selected group of teachers.

The Innovations Program was established to improve primary and secondary education in Australia by encouraging innovation and diversity. According to the assumption that innovations have greater impact in their local settings if they are initiated by the people responsible for their implementation, the grants, backed by counselling support and "communication and dissemination networks," were awarded to individuals (usually teachers). Through its "guidelines to applicants" and its funding decisions, the Commission directed change towards the social ideals of equality of opportunity, openness of attitude, and cooperative school-community relationships. Hence the overall strategy could be viewed as one of social reform in which individual innovators had the freedom to generate new goals for education in a particular setting, as well as new teaching-learning approaches and new organizational structures.

The Program had the potential to benefit education both through the direct impact of individual projects on students and through the professional development of teachers involved. Our study focussed on the latter effect. It was hypothesized that the professional capacities and commitment of individual innovators were enhanced by the process of designing a proposal, applying for a grant, implementing and evaluating the project, and disseminating the results. Our investigation thus concentrated on the extent of change in the professional lives of the grantees themselves.

The research methodology is discussed in detail in Section II of this volume. From projects formally completed in 1978-79, a stratified random sample of fifteen grantees was chosen in each of three areas; rural Victoria, metropolitan New South Wales (Greater Sydney) and the entire state of Western Australia. Each of the forty five grantees took part in an interview which was complemented by completion of a self-rating questionnaire.

The interview style we aimed for was an informal, personal one, ostensibly only loosely structured, but built around a quite detailed checklist. We wished to obtain comparable information from each grantee but at the same time to allow freedom for retrospective analysis and interpretation of experience according to the individual's own perspective and expressive style. We asked teachers, basically, to identify changes in their professional lives – in competence, interests, activities, linkage, attitudes, beliefs – and to recount the stories of their projects in a way which would illuminate their perceptions of personal change.

The result was forty five stories, each unique, each told with the benefit of hindsight, each internally consistent to the extent that the reported change can be readily understood in terms of recounted experience. There is thus a tension in this report that was present even in the data collection. It is a tension between the need we felt to preserve the uniqueness of individual cases and the conflicting need to simplify the data and its presentation via generalizations.

We have chosen a reporting style consistent with the style of the data collection. It is a story told largely in the teachers' words, but we are part of it: one or the other of us guided each interview; we processed and filtered the information. Our evidence is contained in 600 pages of interview transcripts, 45 questionnaires and, in most cases, the grantees' final evaluation reports. However, our information consisted of more than the words, because the interview situation permitted a variety of communication channels, each of which carried implicit as well as explicit information. Consequently, we have tried to select interview extracts consistent in each case with our perceptions of the total communication. We present not the facts, but the facts interpreted.

At another level of interpreation is the role of theory in organizing and simplifying the data for presentation. From the outset of the investigation we tried to keep open the question of possible interpretations by reading widely in the areas of educational innovation, professional commitment, professional development, and motivation. We set out to construct change profiles – graphs of incremental change on a number of dimensions of professional life – for each individual, and to obtain information about experiences which the grantees offered as a basis for understanding change. Only after the data collection did we begin the search for generalizations.

There are a certain number of compelling generalizations:

- The breadth and extent of change was generally large. For example our self-rating questionnaire used five-point scales for assessment of change. For the majority of items the average rating was about four.

- Whereas the growth reported by each individual could be related to particular experiences, general statements of the relationship between growth and experience could not be made. Two individuals with quite similar change profiles recounted quite different stories; individuals with similar projects had different change profiles. Thus extensive change could not be predicted from characteristics of the project, characteristics of the setting or the presence and nature of barriers and facilitators. Neither were there srong correlations between growth in one aspect of professionalism and growth in another.
- Most of the grantees committed large fractions of their time, work and emotional energy to their projects. There was a positive correlation between the grantees' assessments of the energy they committed to their projects and their personal/professional growth.
- A criterion for the funding of projects was that they should be novel in their setting. In general, projects were also novel in terms of the grantee's background and experience. As well there were many cases where the grant coincided with a change in job specifications or work setting. Thus the grantees stepped by choice into situations which promised stress.
- There was a striking consistency in individual accounts of change and the experiences believed to have promoted change, between the interview record and the questionnaire ratings for each case.
- There was a wide consensus on the direction of change that constituted growth. This consensus, combined with other information from the interviews, offers a fairly clear view of the 'professional teacher'.
- Most of the grantees embarked on their projects aware of the professional development prospects inherent for them and their colleagues.

These generalizations urged us to organize the data through ideas of personal development, theories of the socialization of teachers, or motivation theories. Because a proper theoretical treatment was beyond the scope and intention of our commission we have based the structure of the report on the temporal development of the stories themselves, and used the theoretical ideas only as background themes.

Section I of the report is presented in three parts. Part I contains six case studies and is aimed primarily to illustrate the relationship between change and experience in individual cases.

The central aim in Part II is to summarize the grantees' experiences. The section is structured according to the development of projects, from conception to evaluation and beyond. The focus is on action and decision, presented according to the themes of ego involvement and professional idealism. A second aim is to indicate the kind and extent of change that

occurred at particular phases in the development of projects. Part II is thus a composite of project stories. In an attempt to unify the section, Hanna Van Brakel's story is told in the frontispiece of each chapter, through the *verbatim* transcript of her interview. While her interview was chosen because it was shorter and less rambling than most others, it nevertheless offers an example of the style and structure of our interviews.

The aim of Part III is to summarize the personal and professional impact on teachers in our sample of their participation in the Innovations Program. From the change profiles, four types are identified and discussed, and each is illustrated by case reports. The theme of professional idealism continues through the concepts of 'limited' versus 'extended' professionals. The section concludes with a brief chapter on the grantees' perceptions of the influence of their work on other teachers and on morale within their schools.

PART I

SMALL CHANGE, BIG CHANGE

"If a guy's got it in him, he'll do it. And if he's got it in him he ***should*** *do it."*

Brian Batten

CHAPTER I

MAUREEN

"I'm not sure what I've done for it, but it's certainly done a lot for me. . . I've been teaching for about 20 years, mostly in this school. One of the main things when you're a teacher is that you don't want to stagnate. But it's rather frightening to get involved with something new. The fact that I did, I think I've really grown. And I've learnt that to get involved in something new isn't as bad as you might think. . ."

Maureen Levy teaches at a primary school in a country town. She is by nature self-effacing; in interview she often referred to herself as "you" rather than "I". Nevertheless, she sees herself as a kind of person who "comes up with bright ideas occasionally" and the project idea was hers.

Maureen had often watched the Principal taking photographs around the school and the two of them had enjoyed the children's response. Maureen suggested that the school should use photographs and video as a classroom stimulant to language development. The Principal was enthusiastic. They talked the idea through. It was the principal who suggested they apply for an Innovations Grant; it was the principal who had the confidence and skill to write the proposal. Maureen was pleased. She took a course in video at the local Audio Visual Centre and enrolled in evening classes in photography and darkroom technique.

The grant came through. The principal was transferred to another school. "I nearly had a nervous breakdown! I found it all very intimidating and I lost a lot of sleep, worrying that I wouldn't carry it out properly and that I'd be responsible. . . Perhaps it was only a small grant. But I'd never been involved in anything like that before. . ."

She procrastinated for six months. She had to do something. "I had this money. That was the incentive to try and go forward – your honour is at stake, so to speak. . ." She also recognized the need to practise the photography skills she had recently learnt before they wasted away. She started experimenting after school and quietly trying her ideas in her own classroom. However, some tasks, such as renovating a room to create a darkroom, were altogether too daunting.

Maureen felt that she had been left in the lurch but in fact the new principal was encouraging and supportive throughout. For example, he took over the task of darkroom renovation. The next year, Maureen was given time-

release to really start the project rolling. The school set aside extra funds for the program. The school librarian collaborated in the use of video, and the man from the AV Centre was happy to help and advise.

Maureen saw her central task as stimulating and working with other teachers to make use of the new media. It was a responsibility enhanced by her time-release, and one she approached with trepidation: "It was rather strange because you went to the teachers you felt would perhaps be interested. . . You'd go along and suggest. I sometimes think that teaching can be a rather isolated occupation – you get involved with your own (class), and not with other teachers. . ." Maureen worked with all the teachers in the school. The drive and most of the ideas came from her, and she did almost all the darkroom work, generally in the evenings. They made small photos, blowups and posters. They filmed school excursions, special classroom presentations, and day to day events around the school.

The photos and videotapes became an important basis for the school's language development program, with spin off through their intrinsic appeal to the children and their parents. The project has been institutionalized with four of the teachers currently involved in video, two in photography, and recurrent funds for the program regularly set aside.

"I felt that I learnt a lot from it. I'm glad now that I have done it." As well as acquiring technical skills, Maureen studied the effective use of media in the classroom and consequently shifted her philosophy and teaching style. As extensions of her new interests, photography has become a personal hobby, she is contemplating teaching the children camera use and darkroom techniques, and she hopes to begin using colour video at the school. Coupled with her success in working with other teachers and a few people beyond the school setting, she is planning to expand her professional contact: "It's like, when you specialize in anything, you tend to seek out other people who have done that, so you can talk about ideas and problems. . ." Her project enabled her to develop and demonstrate leadership skills and was followed by a promotion to Vice Principal. She wonders about the project's contribution: "It was something you could get enthusiastic about, and when you're enthusiastic you work better." If another such opportunity came up, she feels now that she would draft a proposal herself and apply. She's much more willing to try something new.

Maureen looks back at the way the fact of the grant pushed her, at the way two successive principals encouraged her, and sees her anguish more clearly than her success. "What we've done is very ordinary, if you know what I mean. . . if people with **any** expertise saw our work, they'd say 'Oh yuk!,' you know. . ."

CHAPTER 2

THEY BUILT WORKSHOPS

John, Brian and Peter had very similar projects – to build or renovate a workshop and implement manual skills and motor mechanics programs. Each project was set in a secondary school, each in a different state. In each case the teachers and students undertook the design and construction of the building. Comparison of their cases is illuminative.

John Whelan is now 33. He teachers design and construction in a metropolitan boys' school, proud of its academic tradition. He wished to broaden the boys' educational base and, in the light of long experience in motor sports and car clubs, decided to offer them motor mechanics as an extracurricular activity. There was a small walled yard available. With minor modification and the addition of a roof he and the school would have a permanent facility. The building project would be a valuable one for him and his Industrial Arts class.

A little knowledge can be a fearful thing. The roof was fairly large. John and the boys calculated loads and stresses and strains, the size and spacing of girders, the warping effects of temperature variations. They planned winches and pulley systems that would raise the roof into position. They put off striking the first blow. John recalls with a grin the day the roof was installed; the boys took their positions, John barked the orders and the task proceeded with the precision of an army manouvre.

From there on it was easy. The electrical work was contracted, the boys carried out the interior renovations, and the mechanics program proceeded with the anticipated success. The school is still basically academic. The project is still essentially John's. But its contribution is valued nevertheless by the school community.

John was already a competent teacher and manager, and except for his concerns about the roof, took the project in his stride. Managing the roof construction and working with the boys in these new ways boosted his confidence and enthusiasm. Especially, it brought together building theory and practice for him and established his credibility in his teaching subject.

Peter Rooks is 45, but had only been teaching for six or seven years when he started his project. His first degree was in Agricultural Science followed by medical research at three well known universities. He tired of "dusty tomes and research" and tried school teaching in the city. He felt so constricted and constrained that he quit in order to buy a small farm in the hills. He farmed it and, with characteristic zest, pursued his hobbies of history, languages, and church architecture.

It was a difficult period for farming, so Peter approached the local Catholic school to seek additional income. Although he preferred a part time position, he was persuaded by the principal to join the staff full time. The principal wanted to establish a manual skills program, in tune with the needs of farming boys and girls. His school did not have even a woodwork room and he saw in Peter the credentials and style necessary to develop and lead a program in spite of the poor facilities.

Peter and the students landscaped and beautified the school grounds, renovated and decorated the school building, and restored old furniture. While they were learning teamwork and technical skills, Peter took advantage of opportunities to teach botany, trigonometry, physics and what-have-you on the side. The school was moving in a new direction with renewed vigour. But the students wanted some projects of their own and the program needed a workshop or craft centre. The students designed a "Taj Mahal." Peter wanted a hayshed. They compromised with a hayshed. Building plans were approved and costed. Peter prepared the grant proposal. Everyone was hopeful. The application was successful. Go. Then the Shire Council and the Health Department intervened; they had not realized that this was to be a public building. For months Peter and the students battled red tape and dejection. Finally there was nothing for it but to redesign the building in bricks and steel. With help from a local architect and a local building company the work began. It was way beyond the expertise of anyone at the school. Peter and his gang battled against their combined ignorance, mistakes in the details of the architect's plans, and weekend vandalism. Finally, the building was completed, upright and square.

For Peter, the impact of the Innovations Project cannot be clearly separated from the entire manual skills program of which it is the crowning part. He reports growths in self confidence and sense of competence which combine "with ramifications in a thousand different ways"; in the classroom, in the school, and beyond. He feels more independent, more adventurous. He has reanalysed his educational philosophies. He has become involved in the local Teachers' Centre. He has found a niche with his farm and school, and sees room for adventure within it.

Brian Batten's story has similarities to those of John and Peter. His school, like Peter's, was a rural private school serving a farming population. As with John's case the building project was not so ambitious – partly because only renovation was required, and partly because the expertise was at hand. The impact of Brian's project on the school was through the manual skills courses it facilitated. The story is unique in that the major growth period for Brian and the staff was during the grant preparation stage.

During the lead up year to the project, the staff defined a need to extend and formalize the school's pre-vocational courses for a student population of boys who, by and large, intended to return to their farms and associated local industries. An important plank in their concept was a "Rural Transport" program, focussing on farm machinery. It was Brian's idea. He had the necessary expertise and, through a teacher friend in the city who was an expert in Transport Programs, knew what such a program could do. As the school started an experimental program using tools and equipment provided by the staff or local people, a committee worked on the grant proposal.

The Committee were determined to do their work well. They studied programs, argument and rationale that Brian obtained from his city friend and developed their ideas and philosophies through regular staff meetings. As their proposal took shape, their commitment grew along with their understanding, and in their anticipation, the grant became very precious. They studied Schools Commission literature. They studied successful proposals. They wrote and edited. They argued over their case and even their words with meticulous attention.

The application was successful and, because Brian's planning was so thorough, implementation was relatively straight forward. The local community joined in enthusiastically to offer labour, materials, donations and opportunities. The school's pre-vocational farm program gained momentum and reputation. The school was redirected and, as a bonus, there was now the promise of increasing enrolments.

What was the impact on Brian? As a boy, he had left school early. He farmed for a while, then worked in a timbermill. After completing National Service, he farmed for a year overseas then came home to farm again. He decided to be a teacher, matriculated, and completed a teachers' college degree. The project school was his first appointment. He was 27. Two years later, one year into the project, he became Deputy Principal at the School. After three more years, he was offered the Deputy Principal's position in a bigger school in the Capital, where they are developing a transport/metal work program. As he confessed, "I don't know too many deputy principals who

have been made deputy principals two years out of College. . . And now five years out of College going to a bigger school. Alright, the experience I'd had before helped, and the interviews. But I think, and it's in my curriculum vitae, that the setting up of this (project) – applying for it, administrating it, running, teaching and organizing it – must have been an important consideration. It must have. . ."

CHAPTER 3

PETER

Peter Fowles' case is certainly not "average" – it ranks amongst the highest in terms of breadth and quality of his professional growth. Yet this single story brings together many of the features that are significant in other stories. It is a story about people, ideas and leadership. Peter perceived at the outset the professional development prospects inherent in the project for himself and his colleagues. He recognized the importance of his leadership role and approached it deliberately. His project was not ambitious at the start out expanded as the people grew within it, gathering new people and new sponsors to support and champion it. Peter was carried along by the project, eager to achieve, prepared to work hard.

Peter is a man on the move. Restless and dishevelled, busy and enjoying it. During our interview, his thoughts seemed to run in four different directions on five different levels as he lined up the words. Articulate and on-line. He answered questions invariably in action terms, describing events and incidents that told a story of personal change. Reflective self contemplation is not Peter's style.

Peter was already on the move when he applied for his Innovations Grant. He was 33 and a senior master at the high school in a small provincial city. He had proposed and led the development of a local teachers' centre and was its first committee chairman. In the wake of that success, he had helped develop a centre in another town. He was active in the English Teachers Association. He had professional contacts at a range of levels in the Capital and around the State.

"Language and Learning" was his developing interest. Prompted by participation in two seminars on the topic, he formulated a grant proposal which would bring together this interest, his interest in teacher development, and his commitment to the teachers' centre. The purpose of the project was to develop students' oral and written language as a means of learning in all subjects.

The Teachers' Centre provided a social and professional focus for a fairly stable group of teachers who, in a country town, have time that people in the city don't have. This group, teaching across the K-12 spectrum in a variety of local schools, became a research team investigating student talk and its part in the learning process. The group met fortnightly to discuss ideas tried in the schools, and to analyse the data collected.

Co-operation from school principals was good. Peter, for example, was given some time release. Others were given freedom to carry out extensive filming of clasroom talk and interaction. The Teachers' Centre cooperated by lending equipment and by providing studio and meeting space. Through their children, some parents became involved and were excited by the project.

The project team, stimulated by sharing the breadth and similarity of their classroom experiences, and enthused by their progress, became more tightly knit. They developed an in-group rapport that made entry of outsiders difficult and overt leadership redundant. After their early days fumbling with the nature and value of student talk, they glimpsed a learning theory emerging from their data. Perhaps they were on to something big!

Two of the group who were "video freaks" converted their classroom to a film studio and filmed continuously through second term. The team worked on the emerging ideas. Other professional contacts of Peter's became interested and involved. In-service and workshop sessions were sponsored by the State Curriculum Branch. A media lecturer from one of the Colleges of Advanced Education offered a student to spend three weeks video taping at the school. This resulted in a fifteen-minute film. Some members of the Education Department saw it. Some members of the Schools Commission saw it. A visiting professor saw it and, within weeks, the Education Department had commissioned a quality film with a budget close to $30,000. The team worked through a five day workshop to refine their ideas and prepare a careful script. The film has since been shown extensively around Australia. Peter presented the project and film at an international conference on the Teaching of English and at another national conference. The State Curriculum Branch adopted the theory and used it to structure curricula in English, Social Studies and Science, and there are prospects of using it in Mathematics as well. The work continues even though the original team is now disbanded.

For the team members, that intensive group experience and its achievements had both personal and professional impact. Many can point to unequivocal evidence of growth: new jobs, new leadership positions, new projects, publications. Peter now works in the Curriculum Branch. He is president of the English Teachers Association. He takes guest sessions in the universities and colleges of advanced education. He is working on a joint research venture with college staff. He has extended his interest to student writing and is part of an international group working in that area.

As Peter sees it, all that has happened need not be a direct outcome of the Innovations Grant, but it was certainly the leaping-off point, and the key to it was making someone feel special.

CHAPTER 4

CAROL

Carol Frewin's story is vastly different from Peter's in tone, yet her change profile is almost identical to his. Again it is a story about people, ideas and leadership. Again there is a research thrust as Carol, like Peter, sought understanding and evidence that might revolutionize education. Again the project expanded to stretch the team members beyond their existing expertise. However, while project expansion in Peter's case was characterized by the excitement of the chase, Carol's was characterized by the intensity of the struggle as she sought to change attitudes which she identified as barriers to her project's success. Her professional growth was spectacular but not without personal cost.

Carol Frewin was 27 when she started her project. Earlier she had worked for the Education Department as a guidance counsellor and a teacher. She had joined the Women's Movement in 1973 and had become increasingly active in it through committees like Women in Education. These interests merged with her professional life in her role as a counsellor and, by 1977, she felt that she and Pauline Williams, her friend and collaborator during the project, were breaking new ground in the development of education free of sexism.

Carol's project was undertaken in an Alternative School. She joined the staff not because she identified with the Alternative Society, but because she wished to experiment with alternative curriculum and alternative school organization. In particular, the school had a non-sexist policy and asked her and Pauline to pilot a program which would implement that policy.

The premise of the program was that social and school environmental factors effectively limit girls' options in social behaviour, education and career possibilities. The strategy was to concentrate on skill development in the areas of technical skills, self assertiveness, and human relationships in the belief that attitude change and growth of the girls' self esteem would be natural by-products.

Until midway through the project, nobody, including Carol, properly understood the magnitude of the attitude shifts required for success of the program. It is one thing to have a formal school policy of non-sexist education but another to interpret and implement it. It is one thing for a group of teachers to accept a set of theoretical objectives and methods but another to develop on the job the understanding and skills required for leadership and model behaviour in the classroom. It is one thing for adolescents to practice assertive skills and human relations in class, but another to bring those skills to bear in the common room, the corner milk bar and beyond.

With Pauline's part-time support, it was Carol's responsibility to lead and teach the staff, to make effective use of consultants and specialist teachers hired through the grant, and to coordinate and direct the program. She described herself as a strong woman who led with a firm hand in a school with a progressive ethos.

A central aim of the project was to alter the students' views of the roles appropriate to women in society. The project leader was a woman. The girls were quicker in understanding the objectives of the program and made quicker progress. A struggle developed, male versus female.

A group of boys reacted against what they saw as threats to their power and personal values. They became "the gang", the macho males, seeking to retain identity through retreat, then confrontation. One boy complained "People have picked out my main fault as acting cool, which gives me the shits because it's not an act or a front, it's the way I am." Another cried out "My situation at home has gone haywire. . ." One of the staff explained: "They could no longer set the level and tone of relating with the girls. . . To relate they had to change and this they found threatening. . . It's not good if

these boys can't in themselves feel worthwhile, but it's probably worse if their sense of worth is based on that dubious rock of masculinity – where they have power because others are denied it. . ." Meanwhile the girls vacillated between furthering their gains and retreating for the sake of harmony to their stereotyped roles.

Both boys and girls turned to the staff for guidance but, on a more sophisticated plane, the teachers were battling similarly with their own roles, values and defences. The students applied covert pressure on the staff to conform to sexual stereotypes, hoping for leadership from the males, nurturance from the females.

A program which began oriented towards development of skills and occupying only a few hours a week became the focus of the school. The teachers were overworked, but none more than Carol. Each night she and Pauline analyzed video tapes of the students – their expressions, the space they occupied, their interactions with each other and the teachers – in a bid to understand the situation and salvage it. Carol worked daily to direct and support the staff and students; Pauline assisted by regular visits.

The situation exploded. A parent who was hostile to the program entered the school, interviewed some students, and administered a questionnaire. He presented a report, including students' personal assessments of their teachers, to the next meeting of the Parents Association. Carol had no warning. The meeting boiled with conflict and confrontation. Carol was shattered: "I was working so hard for the school and on this program, y'know. And giving everything to the school in a way I'd never done before. ." She battled, in the wake of the meeting, against nervous breakdown: "I was really going under. I think I'm fairly strong. I certainly was at the time. But I had to go away for a while, for a few days. I felt very paranoid, very insecure. I started not wanting to go to school and things like that because I couldn't face it. Pauline fortunately realized what was going on. ."

The parents' meeting was nevertheless a positive turning point for the project. Through the bitterness of confrontation, Carol and the others glimpsed the depth and pervasiveness of the attitudes they were working with. Carol's and Pauline's research was given a new focus and they turned again to their videotapes and analyses. Parents and staff recognized the incongruence between their behaviour and the school's non-sexist policy. They opted in favour of the policy and took direct steps to share Carol's workload and commitment. The project management committee became fully operational with staff, student, and parent representation.

The committee met weekly, for half a day at a time. Given the climate that now existed in the school and the nature of the issues involved, the meetings were inevitably intense and painful. "They were extraordinary! We kept minutes of all of them. We started writing a book about it actually. The meetings were amazing." Each person on the committee was involved in an internal struggle. For some it manifested in tears and feelings of defeat. But problems were identified and worked through, strategies were decided, and the next week's activities planned.

By the end of the year the school had made significant progress towards the program goals. The school was functioning again as a community, but with new ground rules in a continuing struggle. No individual was untouched by the experience, but in each case there was a mixture of gain and loss, of hope and fear. So it was for Carol.

Carol identified as her greatest gain the intellectual growth she derived from her research and experience. "The most rewarding thing has been the chance for Pauline and me to develop our ideas. In depth. To really have a good go at it. . . So many people are saying to me "Why don't you write a book." Sure I've written things like that pamphlet I gave you. And I'm working on a chapter for a book. By now I should have written a textbook. But when I sit down to write, I just feel exhausted and so sick of it."

She enjoyed the opportunity the grant gave her and responded to it. "There are very few people who understand the deep nature of non-sexist education. I feel very grateful for having had that chance. The project was a luxury in a way. I could develop policy and practice. . . The other side of the coin is that it's incredibly frustrating now, working within the system and not having that freedom."

She developed leadership, management skills, and professional confidence. "I learned that I could take on that very difficult role and, with appropriate support, I could handle it well. But I couldn't do it indefinitely. So I learnt my limits. Both Pauline and I were burnt out at the end of the year. I was wrecked. I was really wrecked. And a year later I wasn't much better. I took that year off and went overseas – I just had to get away from education all together. I had just had it. Then I got back and started off again."

Through her tapes, her discussions with Pauline, and her teaching, she developed new understanding of teaching and learning. Her curriculum skills were enhanced. She analysed and reviewed her philosophical position concerning the purposes and practice of education and her role in the school and beyond. She learnt a great deal in the area of school-community relations.

She followed up her project work with speaking engagements and publications, and now works for the Education Department as a Consultant in Counter Sexist Education, running in-service courses and helping other schools develop programs. "It's the same sort of thing – doing hard things before anybody else," but without the conflict and pain of that first experience.

Throughout the project, teachers turned to Carol for knowledge and guidance and she felt that she was under considerable pressure. With her increased and demonstrated expertise, she believes that pressure has grown. "it puts me into a role I can't live up to. . . Before the project my life was more balanced. I had more time for other things, more for other people, more for my social life, more for myself. I feel I've lost spontaneity. And it did start then. . ."

PART II

THE PROJECT EXPERIENCE

"I was personally involved. I can't really explain what I mean. Whatever it was was me. It was that sort of involvement, and I held it very close. . ."

Richard Chalmers

CHAPTER 5

PROFESSIONAL BEHAVIOUR

Many of the teachers we interviewed talked candidly about themselves and the teaching profession. Further insights are available through the aspects of their projects they found rewarding, through the barriers and facilitators they identified, and through their actions and the implicit guiding principles. The concepts of professionalism and professional behaviour which thus emerge from the data offer unifying themes for presentation of the teachers' experiences. We have used them as a backdrop to this part of the report.

Kath Sharp changed jobs just before her project. After years in the classroom, she moved to an "office environment" and was taken aback by the competitiveness, deviousness and power struggles she perceived there. She reflected on her project and life in the schools: "It didn't frighten me, going into that project, because I was so naive!. . . I just thought it would be a lovely idea. Oh the realities! Really! And the organization! Teachers aren't involved in that sort of thing. They don't wish to be. They're on this idealistic sort of plane. . . I know they say teachers work as teams, but that's a load of garbage – you just deal with your class and you meet in the staffroom. . ."

Kath's thoughts were echoed by a number of teachers. Idealism – embracing trust, honesty, cooperation, and concern for others – shows through much of our data and was an impressive feature of the actual interview situations. The values are revealed directly through the aspects of their projects they found rewarding. Most frequently noted by the group was the achievement and positive response of the students, followed by satisfaction with their own achievements, encounters with new knowledge, and increases in status. Less important were the responses of other staff to the project work, and increased understanding of their jobs. Notification of grant success, and meeting new people were suggested by a few, and material gains by only two. No one suggested rewards other than these, even though our question about rewards was given in open form.

There also emerges a picture of the truly professional teacher. It is basically one picture widely held. It is implicit in the teachers' convictions about the direction of change with constitutes growth, and important in guiding their behaviour. Sr Miriam reported her growth in terms of the ideal: "I've matured professionally." James Obeth made a similar comment: "Other teachers

would tell you I've developed as a professional." James saw the ideal in one of his colleagues: "Stephen was important to me. I knew him. I followed him. I liked his ideals and his ideas. . . I knew where I was going." John South saw it in his Principal: "I tried to handle the project the way I thought she would do it."

Their picture of the true or extended professional is similar to that of the archetypal teacher: caring, cooperative, idealistic; enthusiastic, adventurous, progressive; competent in curriculum, personal interaction and leadership; knowledgeable and valuing knowledge. A significant characteristic, revealed for example in Maureen Levy's concern for "becoming stagnant," is commitment to personal growth. Development should be broad as well as deep. Barry Pollack explained "I think this is the whole thing: instead of being vertical, I've started to get very horizontal or lateral in my thinking about everything."

It is basically this progressive drive, and not talent, which these teachers see as distinguishing themselves as a group from many of their colleagues. All teachers have ideas and recognize problems, but not all are willing to take action. Such failure was seen by many of the grantees as "non-professional" behavior. Jack Hammond was deeply disappointed that teachers who greeted with enthusiasm the resources supplied by his grant nevertheless failed to use them. Edith Mott's faith in the professionalism of her colleagues was shattered by her project experience. The staff nominated her to pilot an individualized program in language and social studies. She ran the pilot program as an experiment with a proper control group and exhaustive evaluation. She worked long nights preparing unit outlines, assignments, contracts, resource materials. After an initial flurry of excitement when the equipment arrived, other staff deserted her one by one until, by the end of the year, she felt professionally isolated and to some extent socially isolated. Nobody would be drawn into her project or discussion of it. Perhaps the school had used her to get equipment. Perhaps the staff retreated from the amount and style of her work. In spite of full and positive evaluation reports – which few people read or listened to – an experiment initiated by the principal and staff was not followed up. "I won't be caught like that again. . ."

In essence the distinguishing characteristic of the grantees is their preparedness to work hard. Yet a number of them, recoiling from the stress of their work on themselves, their colleagues, and their families, questioned the validity of their professional expectations. Marie de Graaf's comment expressed the ambivalence common on this issue: "You can get terribly obsessed with your jolly ideas and your school. It's alright for me to a certain degree. But I **think** I **probably** had an expectation of the staff that **could have been** unfair. . ." (our emphasis).

The discussion above illuminates the story of most projects we investigated. In grossly oversimplified form, perhaps it goes like this. Many teachers see problems and have ideas for solutions or a "better way." Probably most feel a professional expectation to act, both for the sake of the students and for the sake of their own professional development. A decision is made largely in terms of the likelihood of success or failure – including impact on students and ramifications for personal status – and in terms of the envisaged workload. The more novel the idea is in terms of the teacher's past experience, the greater is the opportunity for personal growth, but also greater are the workload and the risk. With a certain naivete, the teachers in our sample took the risk, without a clear view of whatever work would be required for success. Identification of self and project was high for the egotistical teacher and the self-deprecating teacher alike, so success was important both personally and professionally.

Assuming that many teachers who retreat to isolation in their classrooms do so because they feel concern for their level of professionalism and threat to their status, the risk in a project that is public in the school and beyond must be very threatening. Perhaps also, retreat into their classrooms essentially avoids or downplays competition. As Danielle De Lord said about embarking on her project, "I stuck my neck out. . ."

Richard Chalmers adds a further insight: "To a degree it was frightening. You go through the State Education System from primary, secondary to tertiary college or even university – and they reflect the State system. Then you work within the state system. You are given guidelines all the way – do this, do that, and this is the way you should do it. Then, suddenly, along comes some benefactor and says flat "Here's your dough. Go to it!" "

CHAPTER 6

DECISION TO APPLY

Hanna Van Brakel is 34. Her blue eyes are lively. She smiles easily, but her hands are still as she talks. Her voice is soft, her enunciation precise. She is head of the Art Department at a girls' high school in a large provincial city. Her project was to integrate into a "Cultural Centre" three departments which were isolated and forgotten in the school. We met in the staffroom and talked over coffee. Our interview was quick, because she was to teach the next period.

H. *When I first came to the school, I looked at the Art room – it was just a room with four walls and nothing. . . The whole school was a very academic school. The Needlework Room was in the academic block and the Art room was in a temporary building further away, and Music was upstairs in yet another building. So the three of us were completely separated.*

I felt this was wrong – especially coming from Holland where everything had been integrated as part of a system. First of all I tried to get equipment for my own department. The Needlework teacher was also new and we had a talk. She needed things too. We were just told there was no money. The Principal was interested, but it was just impossible.

We had inspectors, out, external inspectors, and they said the school was doing too much theory. . .

C. *That was the comment in your evaluation report about the "two dimensional" aspect of the school?*

H. *Yes, completely.*

C. *And you're saying that having come from Holland there was an immediate mismatch in terms of what you'd been used to?*

H. *Yes.*

C. *How closely did starting at the school coincide with arriving from Holland?*

H. *Only a few months. And I got moving on change straight away. I was afraid that if I got into the rut I'd have stayed there!*
I think another member of staff – I'd never heard of the Schools Commission – advised me to apply for a grant.

I got together with the Music teacher and the Needlework teacher and we worked out that we should set up a cultural centre – the three of us together you see, so we wouldn't be completely isolated in separate departments. We and our subjects would have more standing in the school.

C. *So the three of you worked as a close knit group throughout, did you?*

H. *At first we weren't because we were geographically isolated, and the three of us all started at the school at the same time. We became friends and worked together.*

C. *In terms of your own background, how well equipped did you feel you were to take on the project.*

H. *I'd never taught in a high school. I'd been teaching in Holland in primary schools. I was qualified for secondary – in Art and English. I was a bit reluctant to go into a high school. The only experience I'd had was my own experience at high school. And I'd travelled around as a teachers' advisor in Holland and had seen high schools and what they have. I suppose I was a bit shocked when I started here.*

C. *Did you bring special skills, attributes, or work styles that were helpful?*

H. *Photography was new. So was Pottery. I had done Calligraphy in Holland – you can take it at Grade XII, whereas here you can't take it as a major piece of work.*

I've found that there is this lack of culture here. The Art you're getting – in Holland it's all around you! I tell teachers here how I used to take my students to Paris and they're awestruck. For teachers here, Paris is just so remote. I suppose I was making teachers a little bit discontent, too. . .

C. *Rocking the boat.*

H. *Right.*

C. *Did they react against you as a Dutchman knocking their country?*

H. *No – they realized what they were missing out on.*

Without exception the motivation of teachers to apply for the grant was mixed. All of the projects reflect student or school needs, consistent with the Commission's guidelines.

Only about a quarter of the projects in our sample addressed needs that we felt were obviously central and serious in their schools. We classified Peter Rook's and Brian Batten's programmes for "farm kids" in this way. They are characteristic of a group of projects where the entire staff was aware of, and concerned about, a problem and realized that its solution would change the face and direction of the school. There is a second group in which all the staff were aware of the problem, but it was essentially the grantee who clarified it and took the initiative to solve it. Sr Christina's case is an

example. She came into the school as Principal to find that staff were unhappy and parents vocal about students' reading problems. She believed that the problems would be solved if the "logical" development of reading skills was de-emphasized in favour of a less structured approach where students were motivated through the use of colourful reading centres and electronic teaching aids. For six months she battled with staff and parents who had no confidence in her proposal. However, at the end of two years, when the school's reading program was a focus of local, national and international attention, the same parents protested to the appropriate authorities against her transfer.

In most projects, however, the needs were much less compelling and came closer to what Kath Sharp referred to as "lovely ideas". Some of them were highly imaginative. Sr Francis' project established aboriginal "Resident Craftsmen" in a school for aboriginal girls. Fr Tim revived the history of his school. Once the buildings housed an army Horse Artillery. Through Fr Tim's program, the cavalry lives again, complete with the pageantry and colour of horses, bayonets and cannons. Noel Browne and his students designed and installed panels of ceramic tiles and are steadily covering every blank wall inside and outside the school. The sun filters through the gum trees and catches the blues and yellows.

Most of the projects in this "lovely ideas" group, however, involved ideas that have been fairly well tried and discussed in the literature: resource materials (kits, books, buses, etc.) shared between neighbouring schools, open approaches, integrated curricula, individualized learning, use of drama and dance, student production of primary school readers. Many of these projects were nonetheless ambitious. A few, on the other hand, seemed to be very safe in that, even though they were innovative in their settings, the grantees themselves had already tried them or seen them tried in other schools.

There is an element of experiment in every innovation, but half a dozen of the projects in our sample were very clearly conceived and planned in the spirit of research. Amongst these were three described earlier: Carol Frewin's "Counter Sexist Education," Peter Fowles' "Student Talk" and Edith Mott's individualized instruction program. There were others just as carefully designed and evaluated. These projects we see as being motivated not so much by a wish to try an idea, nor a need to solve a problem, but by intellectual curiosity; they are similar to academic research.

Many of the projects were conceived in recognition of their personal development prospects for the grantee and or other staff. Sr Christina's

comments echo Maureen Levy's concern for "becoming stagnant": "I'd always been involved in teaching reading. I knew I had come to a standstill with ideas. I'd been interested in AV. . . We live in an electronic age and I wanted to go further. . ." A few teachers commented that they approached submission of their grants in recognition that the ability to write proposals was a skill that would be increasingly required of teachers. It was time to start practising.

About a quarter of our grantees were motivated largely by a desire to get other staff moving again professionally. They were typically primary school Principals who saw value in a project involving all or most staff. The shifts they sought were generally from linear, large group, autocratic approaches to more open, process oriented, small group, and team teaching approaches. Shifting teacher attitudes was a stated goal in about a quarter of our cases, but it was an implicit goal in a much larger fraction – perhaps half.

There were a few cases where the grantee's initial motivation was secondary. In these cases, a Principal, or those at a staff meeting, or on a subcommittee had conceived the project and the grantee had been nominated or had volunteered to develop and lead it. There were two cases in our sample where the grantee felt little commitment to the project, and both were relatively unsuccessful experiences. In the first, Sr Anne transferred into a school to take up a project which had just been granted to, and enthusiastically explained by, the outgoing Principal. As Sr Anne became acquainted with the situation, she became less convinced about the need for and suitability of the project. As she came to know the staff and the parents, both different populations from the previous year, she realized that they too were not enthusiastic about it. It became a group exercise to revise the project to a form they could believe in. In the second, Mary Guthrie was not a grantee but a teacher hired by the grantees to conduct a summer workshop. In her view the project was ill-conceived and impossibly ambitious for the particular group concerned. She further found herself in a situation loaded with a covert agenda, and where the work was left almost entirely to her and an employed assistant.

Finally, the capital equipment that was acquired through almost all grants should not be underestimated as a motivating force. A few of the teachers candidly admitted that they had first thought of the equipment the school needed and had then looked for a problem and a project which would justify it. As Sr Miriam described her case: "I suppose it wasn't a very professional start at all. . . I came to the school as Deputy Principal. It was a very poor school as far as materials – Audio Visual had nothing . . . You are hearing from people that they get money for this and that, and I thought 'Why can't this school get something!' I had no experience with applications for grants and I thought 'If I don't start some time I'll never learn, and the school needs help.' So I talked with some of the staff and the major thing was the multicultural problem. . . "

Sr Miriam and others who began this way were no less personally committed to the expansion of their ideas and the success of their projects.

Marie de Graaf put it succinctly: "We're a tiny new school and I appreciate the $5,000 of equipment we've got. I look at it with pride. I think of our achievement and our exhaustion and I think 'I earned every penny of that!' But it was worth it. . ." The equipment is both an end in itself and a means to an end.

In a similar way, the entire Innovations Program serves both as a motivating force in itself and somewhere to turn when a teacher is motivated. Four or five teachers commented that simply learning of the Program's existence gave them a glimpse of independence and potency – it "lifted the lid," "opened up possibilities," made them "captains of their destinies." Stan Jacobs described that feeling at length: "The program opens the door for all kinds of things. You might want to do this or that. . . But as soon as you get to the money part, that's where you start to founder. . .
"I think the whole spectrum of encouragement to educators and teachers – not only grants for this type of thing, but study grants, overseas travel, interstate travel – it's opened up tremendous areas for people who want to get out of the rut a bit. So many people don't want to. Well, fair enough. . ."

Not only do these teachers see such encouragement as good for students. They see it as good for schools. They see it as good for themselves.

CHAPTER 7

PREPARATION OF THE SUBMISSION

C. *Looking back over the project time, what are your clearest memories? What events or experiences or people come to mind that you think were especially significant for the project or for you? Can you recall the grant preparation time?*

H. *We knew what we wanted. It was a matter of presenting it in the right way. We couldn't just say we wanted to work together in a culture centre and we wanted equipment and that's it!. . .*

C. You had to find a rationale for it.

H. Yes, that's right. So we spent quite a bit of effort there – *mainly myself and the Music Teacher. We talked about it to the Principal. He said to go ahead.*

C. *Did you get much help from the Counsellor?*

H. *No.*

C. *Was the grant preparation phase a short one?*

H. *Yes.*

The preparation of grant proposals and their subsequent appraisal by the Schools Commission are crucial steps in the Innovations Program. It is a phase which has parallels in the external assessment of Year 12 high school students: competition for selection is central; examination validity and reliability are paramount; past papers are significant determinants of future action; student talent is important, but so is examination technique.

The Commission publishes its philosophies, objectives and guidelines in order to clarify for applicants, members of appraisal committees, and counsellors the criteria against which submissions are judged. Counsellors assist applicants with the interpretation of guidelines and the preparation of proposals. Consistent, objective application of the Commission's criteria is, however, a difficult task. Firstly, projects are selected for funding on the bases of both merit and worth, but the explicit criteria relate only to the concept of worth. Secondly, the Commission's decisions about worth are ultimately based on broad social goals which must be interpreted in the applicant's local setting.

Peter Fowles reflected: "It seems to me that writing the submission is a crucial thing. People who haven't written the thing out, firstly they probably haven't thought about it carefully enough, and secondly, they're probably not the sort of people who would extend themselves tremendously anyway.

"Another thing – and I'm thinking of a particular program where they're saying 'We've done a bit of work on this. We don't need to put more effort into it.' I suspect that what could happen there is that the innovation might die or at least lose a lot of its impetus. The problem is that if the innovation fails to have positive impact on the school, it puts people against innovation. For me that's a real danger."

Preparation of the proposal was remembered by most people as a lot of work, and for many it was threatening. Richard Chalmers recalled: "I thought I would never put in for an innovation grant. You look at yourself in the light of other movers if you like. . . The compilation of that submission took eight days, and it was like an exam situation where you have to get the research and everything done in a very short period of time. . . It was a valuable experience, but the sort of thing I had done before, mostly at University, where you were thrown a bale and had to make the most of it. . ."

The personal threat of applying was often reduced by studying past directories of funded projects. As Eric Boyes commented: "More significant for me than learning of the Innovations Program's existance was seeing examples of the sorts of things that had already been funded. I thought, 'Hell, some of those are not very imaginative. Perhaps there's a chance. . . We'll have a bash and see what we get.'" In cases like Eric's the projects were often already envisaged, commitment was already high but funding was needed. Preparation of the proposal was essentially straightforward and may have been done quickly.

The grantees invariably perceived an art to preparing and wording a persuasive submission. A number of them sought advice from others who had been successful in the past. Many have subsequently become informal consultants. The assistance they were given by their formal advisers, the Commission counsellors, varied. For every one grantee who praised the help and assitance given by a counsellor, there was another for whom the counsellor had been either not especially involved or not particularly useful. Ron Copley was so impressed with his counsellor's efforts that he has applied to be a counsellor himself: "What I enjoyed thoroughly and was very impressed with was the process of interview. . . I was very impressed with the girl who did it. On reflection I don't know whether she was fair dinkum in all the things she said, but it was quite a marathon effort – four or five hours – and she really put me in the hot seat. She really grilled me. . ."

The amount of work involved in preparing the proposal and the extent of fear of failure depended on such factors as the degree of novelty of the project, the formal or informal planning that preceded a decision to apply, and the extent of involvement of other staff. Only half a dozen in our sample volunteered that they had made earlier submissions which had been rejected. The confusion, disappointment and frustration they reported about their earlier failures give some insight into the hopes and fears of all applicants. For Geof Keane, the negative impacts of his failures virtually prevented discussion of his successful project: "For the last five years I've put in submissions. Four of the five were knocked back. . . There's a lot of work in this, and I was dammed frustrated by the knockbacks. That's the way I feel. . . I'm a teaching principal and I've got 120 kids and I'm teaching full time. The work done on all those submissions, and the work done in running this project, it was all done after hours. . ."

Most, however, regarded the experiences of thinking through their proposals and articulating them as very valuable learning experiences. As Danielle De Lord commented: "One thing, I'd never had to sit down and write out all the reasons I wanted to do things before. To me that was. . . It was really handy! I'd just never done it before! Never even thought of it!"

Two of the effects of justifying and planning a detailed proposal were growth in confidence, and increased commitment to the idea. This growth was not linked to any one approach to grant preparation. For example, Richard Chalmers prepared his proposal on behalf of an area committee who delegated to him the responsibility of preparing the draft. By contrast, Brian Batten worked closely with his committee throughout the development of the project. There were many cases where grant preparation was a group exercise. Invariably the group's spirit of cooperation, general enthusiasm, and commitment to the project were boosted by their work and interaction. Sr Elizabeth recalls with pleasure the time when she and her staff reached that stage: "The people working on the preparation got so geared up they said 'Gosh, if we don't get finance for this we'll still have to do it.'. ."

By the time the application was submitted, there was strong identification of self with project. Many teachers described their application in terms of "Nothing ventured, nothing gained." That approach no doubt makes failure easier to accept, but what of success?

CHAPTER 8

GRANT SUCCESS

C. *When you received notification of grant success, what effect did that have for you? Was that a significant event?*

H. *Oh yes! Someone from the Education Department called and told me I had it. Two or three days later the letter came. Oh, and I know what happened – the Music teacher was cut out. That was very significant – she immediately lost interest. I was left on my own. The Needlework teacher was all for getting new machines and everything but she was the one who preferred not to work in a team whereas the Music teacher would have.*

The Schools Commission cut the Music out – they could see Needlework and Art together but Music was stretching it too far. The Music teacher still worked with us – we still moved the music room – but because she was left out of the project her involvement wasn't the same.

C. *Especially while the two of you had prepared the idea.*

H. *Yes.*

Having all that money and the full responsibility of spending it was frightening. I was reluctant to do it for a while and it just sat there. Photographic Materials – I hadn't done any photography – it was **frightening.** *It was my responsibility to choose for the school, and whoever follows me, which equipment to buy. In the end, it took a long time to spend the money. But in the end, if you haven't spent the money you have to send it back. It seemed silly to let it slip away so I was rushing around. It's a big responsibility.*

We had to change some things too – we'd overquoted and such. So I had to work that through. It all takes time.

It took a year. As things started coming in, big parcels, it was very exciting. Everyone would say "Schools Commission again." Sometimes they'd arrive during lessons and I'd send 6 girls up. Some of the parcels were so big you'd need 12, and they'd be staggering down the corridors with these big packages.

C. *A bit like Christmas!*

H. *Yes. It was exciting learning how to use the new equipment. And some we had to have especially made. We found we needed money for other aspects than we'd planned so I had to write to the Schools Commission for permission to cut down on some things and provide money for others.*

Exhilaration! The prize was won, the idea was recognized, the project would eventuate. For many of the teachers it was "incredible." For some it was relief. For a few it was justice.

The crunch came close behind, because getting the grant was a beginning, not an end:

"I felt a need for more study because I'd set myself up to do this. The accountability thing was at my back all the time. . ."

(Sr Frances)

"It is a tremendous weight. Because you are very much aware that it is a lot of other people's money, and that **you** have total responsibility."

(Edith Mott)

"You put a lot of work, a lot of hard work, into the submission. And when it comes off, you say, "Oh, Great." Then it becomes a challenge to make sure it **does** work. I was quite worried about it initially. . . It worried me that if the project didn't succeed I'd have to send all the stuff back. And I didn't think that'd be very good. . ."

(Ron Copley)

"Oh, I had to do it well. Very very much so. And possibly more particularly in an Independent School, a new school. . . Especially after pushing it with the School Council! It was terribly, terribly important.

(Marie de Graaf)

However, being notified of the application's success was an event which contained promise as well as threat and was, in this sense, a beginning. The reactions of Eric Boyes and his staff were typical: "It gave me a sort of added lease on life. . . it makes you more prepared to have a go. It makes you more enthusiastic. . . And it made a big difference to staff morale, as well as to kids and their parents. . . ." Don Grenfell and his staff responded similarly but Don's perspective is different: "It became interesting, a talking point for

people coming through the school. You had tangible evidence of something going on – not just talked about or thought about; you could actually see it and students could use it. . . It was also an example for teachers on the staff to get funding and do their own thing and be noticed for it. . ."

Sue Willox offers an example of the few cases where staff response was not wholeheartedly positive:

"You do feel a sense of pride, I think, to know that you were successful in achieving a grant. I think that to say you don't is lying. You feel, well, someone must think my ideas are alright. But in some ways that breeds a little bit of antagonism amongst staff – you know, who does she think she is? In the end I would have emerged as much more of a leader. I would have been seen initially as just another member of staff. But as soon as I got the grant I went! I changed relative to everybody else. . ."

In summary, although grant success had immediate impact on the grantee's confidence and status and often on school morale, real personal growth generally occurred during and after implementation of the project. This was as true for attributes like professional confidence and enthusiasm as it was for competence and philosophical reappraisal.

CHAPTER 9

IMPLEMENTATION

H. It was exciting learning how to use the new equipment. And some we had to have especially made. We found we needed money for other aspects than we'd planned so I had to write to the Schools Commission for permission to cut down on some things to provide money for others.

C. Did you try getting money through the School Council? Or the Parents' Association?

H. Yes, and they gave us some help. But the demands from other teachers compete there – we were already moving. We had a few problems actually.

C. What were the problems? You said in your report the Principal was supportive. . . .

H. *Yes. He was. There were problems with space. We needed three rooms together. Because the rooms are small, the needlework department especially needed two rooms with partitions that could open – because of sewing machines, cut out tables – and there just wasn't the space. It was a whole year before we got the rooms that we needed. And then there was opposition because other staff needed an extra library centre for project work – which really wasn't necessary – from our view – because we do have a library and there's a new library on the way too. So that was a. . . We had opposition there.*

There **was** *one space, a store. The original Art store was taken over by the Geography Department and we were allowed to put things in there. But the Geography staff were going in and out and the Art things were being ruined. So we had no storage space.*

It took a while and again there was a lot of opposition to that too and eventually we got another shed. . . All these things seemed big at the time because it took a long time to overcome them.

C. *I guess it's a matter of the different priorities of different vested interest groups for the small amount of space you've got. What about things that made development easy?*

H. *Staff. Although we had these problems, they were all for us. When I joined the school only the girls who were absolutely hopeless in the academic areas took Art as an elective – it really wasn't a subject to take. Now, four years later, we've got elective classes in each year, and we have to turn students down, they're so keen. The staff could see this happening, and it's good. They worked with us in that respect – especially the Principal.*

C. *Did you get support from outside the school?*

H. *The original idea was for pottery classes with parents involved. We haven't got to that yet! It could be a thing of the future.*

An impressive aspect of the implementation stories is the extent to which they are stories about human interaction. When student teachers are asked why they chose a teaching career, a stock answer is that they like to work with people. The teachers in our sample left us in no doubt that working with people is central to the profession – not just through teaching children, but in working with staff. Whether the topic was barriers, facilitators, rewards or key experiences, our discussions were dominated by comment about people. In contrast, aspects of knowledge or the physical environment were dealt with relatively quickly and easily.

The level of commitment of staff to the projects was a common theme in the interviews. It is a central premise of the Innovations Program that commitment to an innovation will be greater if the innovation is initiated by those responsible for its implementation. In four of the cases we considered the original grantee had little or no control over implementation: Jack Hammond, Sr Anne and Mary Guthrie felt somewhat disenchanted by their projects; James Obeth considered his work very successful.

Jack Hammond (p21) depended on other teachers for implementation of his project which provided a resource for teachers in the area. He advertised it; he offered fully worked examples of how it might be used; he organized groups of teachers to visit and appraise it, but the concept never caught on. Jack sought explanations. He re-examined the concept. He blamed himself and his leadership, teachers and their lack of professionalism, geographic factors, social factors, political factors. He had no clear answer.

Sr Anne and Mary Guthrie (p26) discussed the difficulties they had in the reverse situation: implementing someone else's project. James Obeth also took over someone else's project. However, it was one to which the school was already committed. The project absorbed him and redirected his professional life. He had not been involved in development of the proposal and had little expertise in the subject area, but the project was interesting to him and he saw promotion prospects inherent in it. With encouraging support from the Principal and staff, he rallied and organized assistance and expertise from every quarter, learning as he went. James has since changed schools. He is a Senior Master, continuing work in his new field. At his old school, his program has been institutionalized.

As project leaders, most of the grantees recognized the importance of staff commitment to their innovations and worked deliberately to influence staff attitudes. For about half of the grantees the grants coincided with or closely followed a change in job, so there was often an element of "the new broom sweeps clean." Furthermore over a quarter of the projects had staff development as a stated goal. Concerns about leadership style and effectiveness were thus very common, and leadership was taken seriously.

Stan Jacobs was one of half a dozen who studied theories of leadership and change: "Implementing my project showed me the **extent** of the difficulty in changing people's attitudes. . . It forced me to read a lot of theory on change. It encouraged me to finish my Master's Degree, which I did, writing on change and based on what I was doing here. A leader is only as good as his contemporaries and the people under him think he's good. . . Being able to prove yourself is a big thing in leadership. And I'd say that, as a result of this project, I was able to prove my leadership capabilities."

Stan's case is one where it appears that, through clever leadership, potential problems resulting from staff resistance to change were avoided. Sr Elizabeth and Ron Copley offered further instances. Sr Elizabeth sought to turn her primary school staff from linear, teacher centred methods to process oriented, small group, and team teaching approaches. Her project, centering on expressive arts and language development, was largely intended as a means of encouraging her staff to rethink their approaches to education. She involved staff in the project from the outset. She took courses in leadership theory and applied them to the situation. In the end, team work and experiment were features of the school. A full scale school review was implemented which included the teachers observing each other's classes and observation by outside experts. Meanwhile, Sr Elizabeth learned to trust her staff in their leadership roles as well as developing her own leadership skills. Ron Copley transferred to a small country school, taking with him a reputation in "open" teaching methods and a grant to introduce them in that school. His colleagues were older than he. The farmers were conservative. Yet under his leadership, he feels that the transition to open format was made without great difficulties, and within months the school and community were moving enthusiastically in the new direction.

Generally, the grantees reported that the commitment of other staff was high: either staff embraced the proposal from the outset and took initiatives in changing their attitudes as required or they were persuaded by early results. Joanne William's case is an illustrative example. She was Principal of a small primary school. The school was only three years old and staff were used to teamwork in their desire to establish curricula coordinated across the whole school. Joanne's project was to develop an enquiry based science curriculum. All of the staff, including Joanne, were apprehensive of science and of process oriented approaches, but from the beginning they worked together and worked hard. Joanne reflected excitedly on "fantastic things" that happened to staff in terms of changes in attitude, philosophy and teaching style. She added: "When I look back at the programs we actually developed then, and compare them with the science I'm doing now, I think the project should be termed a failure. But compared to what we were doing then, it was a huge success. So it was a stepping stone. Obviously we all thought it was fantastic at the time. . ."

Whether the number of staff involved in a particular project was large or small, the grantees generally reported neither notable barriers nor especial facilitators. Where barriers were important, they were usually confronted head-on and worked through. Facilitation, typically through the support of a few key personnel or general staff enthusiasm, was more common:

"The Principal was a tower of strength all the way through. He did all the accounts, and a lot of the legwork – I'm not the executive type. Never have been."

(Noel Browne)

"We have a tremendous bursar here. He did all the accounts and priced everything for me. . . I'm a financial disaster. . ."

(Edith Mott)

"We were exhausted at the end of it. . . The teachers spent hours on the phone at night trying to coordinate everything. Some of them had never known anything about group work or group dynamics and we had to learn that. . . I think they did a superb job. . ."

(Marie de Graaf)

The pattern of barriers and facilitators impinging from beyond the school was similar, though, in general, the impact of outside factors was reported to be small. Some of the teachers sought or were offered assistance from Audio-Visual Centres, Education Department Consultants, or the Catholic Education Office. In some cases, like Eric Boyes, or Brian Batten's, the Schools Commission grant triggered community interest and support. In other cases, resistance from the community, difficulties with equipment suppliers or cooperating groups, or difficulties with Government Departments (such as health or transport) were frustrating impediments.

The inevitable personal barrier, while so many of the grantees embarked on projects novel to them, was shortfall in skill and expertise. This was invariably overcome by hard work which, since time-release was only available to very few, was done in the evenings and on weekends. Many of the grantees committed enormous energy to their projects. As indicated earlier, Carol Frewin came close to a nervous breakdown. Marie de Graaf reported physical breakdown. Don Newman and John Stephens were concerned that their crusades had become crippling obsessions. Some commented on the stress it placed on their marriages, others praised the support their families gave them. Over two thirds of the projects in our sample were reported as being extremely demanding in relation to the grantee's total workload.

In some cases, there were tasks or problems which could not be foreseen. Edith Mott could not anticipate that, as her project progressed, principal and staff support would steadily evaporate, nor Don Grenfell that the cooperating school would withdraw from his project. Richard Chalmers did not expect to confront the directors of large and small transport companies, or

union leaders. He did not anticipate court hearings. Sr Frances in her Resident Craftsmen Project had not realised that Aboriginal Artists, with their own concepts of time and of family, would not be constrained by her timetables.

In most instances, however, grantees had at least an inkling of the demands of their projects: turning a staff in a new direction, programming and developing materials for integrated or open teaching strategies, learning about, and using new equipment, fulfilling a leadership role, keeping accounts and conducting evaluations. The point appears to be that whereas the tasks were foreseen, the time requirements were not. A strong self-involvement, a strong wish to succeed, and often a real sense of adventure encouraged most people not only to face the demands head-on but to expand them through improvements to their initial plans.

This sense of adventure and progress was often extended beyond the individual as other staff, whole schools, and whole communities became enthusiastically involved. Richard Chalmers called it "running with the ball." For him it was largely an individual thing. In other cases it was a staff phenomenon, described by Joanne Williams and Sr Elizabeth for example as "a stepping stone," or a "leaping off point." For a few projects, like Eric Boyes' and Brian Batten's, it was a full community experience where ideas, workers, and financial assistance came from everywhere in a mounting wave of enthusiasm. Barry Pollack's story is a spectacular example.

Barry's project began in an inner city primary school with a small grant to throw cushions and other minor furnishings into an underused corridor and convert it to a reading and relaxation centre. A couple of friends of the staff suggested ways of expanding the concept and offered to help. The kids' wishes and hopes were canvassed. Enthusiasm mounted and spread. Ideas came thick and fast. The school and the School Council organized fund raising drives. Business houses became involved and donated cash and equipment. Local high schools and colleges offered students to help with the work. The result is a fantasy of sound, light, and puppetry rivalling Disneyland: here is deep under the ocean, there in the courtyard is the jungle, up in the mezzanine cubby house is the sound and light space spectacular. The children did much of the work. It is their special place. They paint and repaint the murals. They build and rebuild paper mache figures. They produce the sound and light programs, the films and tape-slide sequences.

Running with the ball, indeed!

CHAPTER 10

EVALUATION AND BEYOND

C. Let's turn to the Evaluation stage of the project. Were there particular experiences there that you felt were significant for you?

H. I don't think so. It was quite straight-forward, really.

C. Was there a turning point in the project when everyone saw it was working.

H. With teaching loads and everything it wasn't until the Christmas holidays at the end of the first year that the project really started moving. We had to change rooms and everything. I suppose it wasn't really till after that.

There is no doubt that evaluation and financial accountability were driving forces in the grantees' work, and that the grantees were scrupulously responsible in fulfilling their responsibilities. Richard Chalmer's concerns were typical: "The evaluation worried me when I was doing it. I rang John Pitt at the Commission a number of times: 'I've got a video for you, I've got all these pictures, I'm ripping out this'. . . because I had in mind I had to write a book to justify the $14000. He was saying 'Oh, no, keep it brief.' Even when I had hand delivered it I had this feeling that I was going to be assessed on the basis of what I had written, and whether I deserved the money. Which wasn't the point. I guess the point was that I was concerned that it was quality and that others would see it to be quality. . ."

Ron Copley expressed similar views: "I'd have liked (Schools Commission) people to come back and see how well the project was going – especially when I'd sat down and written the evaluation. Until you sit down and write the evaluations, you don't fully realize what you **have** done. . ."

For the grantees, the real benefit of the evaluation was in the review and analysis of their projects and their ideas. As Sue Willox explained, "Just sitting down and writing the submission was a rewarding exercise in itself, and then doing the evaluation, because I hadn't thought very much about evaluation. . . It probably brought together a lot of educational philosophies and things like that, that had been floating around in my head. . . And it made me really look at myself."

The projects we investigated were implemented at a time when the thrust for educational evaluation was gaining momentum in the schools. Guidance was generally available and the projects offered, for many, an opportunity to try evaluation strategies. For five of the schools in our sample, major school reviews followed their Innovations Projects. In Denis Hume's case the school review included parent involvement. Denis undertook his project in a low socioeconomic suburb. As part of the progressive evaluation of his Project, he surveyed children, staff and parents. So impressed and pleasantly surprised was he at the interest and insight shown by parents that his style of interaction with them changed immediately, With his new confidence, he involved them in a school review and their concerns found expression in the resulting school policy. The new partnership continues.

Neither project evaluation nor the personal/professional impact of the project experience ended with formal completion of the project. We asked the grantees to indicate, for each facet of their professional lives in which they reported change, the phase of the program during which they felt change occurred. The development and implementation phase was the one most frequently identified but the period following formal completion of the project was clearly very important (see appendix). For example, growth in willingness to try new ideas occurred as often in the wake of the project as during it and for many this was also the time for philosophical reappraisals, role redefinition, and increases in competence.

The teachers offered both explicit and implicit explanations for the importance of this period. They had time now for reflection and analysis and to return to resources and ideas they encountered earlier. They became more critical in response to the evaluation requirements to review and appraise their efforts. The threat of failure was no longer present and indeed the extent of success was now public.

The stories told to us retrospectively suggest that strong self-involvement of the grantees with their projects continues past formal completion. Furthermore, the grantees' project experiences were frequently reinterpreted in terms of the present and even the future. The teachers we talked to were confident that, in this sense, their projects continue to have impact.

PART III

CHANGE

"In what ways was it valuable? It's sort of hard to put it into words. . . Sort of the opening of possibilities."

Joanne Williams

CHAPTER II

A GENERAL VIEW

C. *Let's turn to the personal value. Has the project experience been especially valuable to you?*

H. *Yes, it has.*
I obviously wanted to succeed – especially since this was my first experience in a high school. So the success was important. It was good for the kids – so many things that had never happened before. It helped me with my standing with the staff.

C. *We can put those down as rewards – self satisfaction with achievement, improved standing, and the response of the kids. What about activities. Are there things you're doing because of the project that you didn't use to do? Or things you're doing differently?*

H. *I'd never done photography before. Now I'm doing a course in it and spending weekends in the darkroom with a friend of mine who is trying to teach me (because I'm not very scientific). The only pottery I had done was when I was a student. It had all been glazed for me. So I had to learn about glazes. And we got on etching press so I had to learn about that – It was really all new!*

C.. *And has this started off whole new branches of interest for you?*

H. *Yes, Oh yes!*
And it's interesting, three of the girls who left school last year got jobs in photographic labs. Until this was introduced through the grant that couln't have happened.

C. *What effect has there been in the interpersonal area? Clearly it's a difficult question because you were new at the school, so people were getting to know you anyway. But what effect do you think the grant had for you in your interaction with other staff?*

H. *I don't know. I'd had experiences in Holland with team teaching, and visiting other classes. I suggested the idea to the Needlework teacher in classes where we were working with the same age group at the same time. I found it was difficult. The pattern here is for the teacher to have four walls, and the doors shut.*

In the end we got to share in lots of ways like putting displays up together, but not to the stage of two teachers in the same room.

C. *They found that too threatening?*

H. *Yes. Actually, the next year we got a teacher fresh from college. She and I work in the same room.*

C. *Your relationship with the Principal, was that always good?*

H. *Yes.*

C. *What about outside the classroom situation. Did other professional activity in the school follow along with your increased standing with the staff?*

H. *I suppose so. With new equipment we were setting up displays in all corners of the school and not just our immediate area. So everybody became interested in what we were doing. Then during Education Week we sort of took over the whole thing – advice and displays. People could see the work being done. (We didn't put anything scruffy up on the wall.)*

We did displays in the local shopping centre. The science people did their photography and we put up some of our best works.

C. *It must have had pay back for the school – You mentioned in your report that it really boosted teachers. Did it work that way for students too?*

H. *Yes.*

C. *And Parents?*

H. *Yes. We put up displays in the evenings of major works and the parents came in. The school's near a shopping centre and we did it on late shopping nights. Students brought their friends.*

C. *Has any interest been shown by other schools?*

H. *Only in one of the other local high schools. The coordinator from there came initially for help in ordering and things like that. It grew a bit from there. That was towards the end of my project. He got quite a surprise when he came in because our building (art room) doesn't look much from the outside.*

C. Are you involved in Teacher Associations or things like that?

H. No.

C. You said in your report that your project had had tremendous effects on staff – that morale was boosted, cooperative spirit was helped along and activities in the school were changed quite a bit. If I asked staff or students to comment on changes they see in you, what do you think they'd say?

H. I think growth in enthusiasm is what staff would say – not so much the students – but the staff would see that as the biggest change.

At the commencement of this investigation, we did not expect that the impact of the Innovations Program on the grantees' professional lives, the lives of their colleagues and the general morale in their schools would be large. We were aware from Foyster's study[1] that the grantees were already a highly selected, highly committed, and well respected group of teachers, and this was confirmed in our sample. Hanna van Brakel was typical in these respects – 34 years old, ten years experience in schools, and in a leadership position when she was awarded the grant. We expected that these people might take their projects very much in their stride, just one aspect of their professional lives, and that any growth effects due to the project experience might be both small and hard to identify.

The findings are contrary to those expectations. Some two thirds of the cases echo Peter Fowles' belief that the overall professional impact has been very high, and there were only half a dozen cases where the grantees considered the impact small. Furthermore, while all the grantees were well aware that their project experience was embedded in their total experience, they generally showed little compunction in relating professional change to their projects. Such is their conviction of its worth to them.

We obtained from each individual retrospective perceptions of change in various aspects of their professional lives: personal characteristics (self confidence, enthusiasm, sense of independence, adventurousness); competence (subject knowledge, programming skills, cooperative interaction with colleagues, management, school-community relations, and classroom skills); activities and interests both within and beyond the school; contact with other professionals (linkage); philosophical beliefs about the purposes and practice of education, and their roles in their schools, their local settings and beyond. Our evidence of change has come through the questionnaires, through the literal and implicit content of the interviews and through the global communication in the interview situation.

The questionnaire results are graphed in Appendix A and show that, depending on the particular aspect of change concerned, between 50% and 80% of the group rated their gains high on that aspect. The largest changes were in subject competence and programming skills, the smallest in classroom competence, philosophical shifts and role perceptions. Similarly, when we searched the interview transcripts for quotes that could be used in the prologue as expressions of value or change, every transcript provided statements that would have served our intentions as well as the ones we chose. Finally, nearly two thirds of the teachers in our sample felt that the impact of their projects on their professional lives and approaches should have been visible and identifiable to others. The changes that they felt would be noticed by their colleagues were most frequently growth in confidence, enthusiasm, and general professionalism. Many identified their emergence as leaders, some that they were much busier now, and a few their disappointment, frustration, or personal loss.

The focus of our study was on self perceived change – increments rather than absolutes. Incremental growth is just as available to, and just as valued by, the master teacher as it is by the novice. Professional growth, unlike physical growth, knows no limit. Stan Jacobs, in his last years before retirement, reported his movement into educational politics and the fact that he was now on first name terms with government ministers and senior officials in the Department. James Obeth offered as a similar symbol of progress the fact that he now called his Principal and Vice Principal by their first names. Peter Fowles talked of his nervousness when he led a session at an international conference. David Hodgkin mustered his courage to lead school assemblies. Gary Bright selected, installed and used a $40,000 computer, Edith Mott selected and learned to use a Caramate tape-slide projector. All were pleased with their achievements and their growth.

The change profiles we obtained resist simple classification, partly because we investigated so many dimensions of professional change but mainly because each story is unique and each person is unique. However, four groups can be roughly identified[2] which fit along a continuum of what Hoyle[3] has called "extended professionalism". We have used this term even though our meaning is slightly different to Hoyle's: presumably his classification referred to stable personal characteristics whereas we have arrived at our classification from consideration of change profiles.

Two of our groups have the characteristics of extended professionals. For teachers in the first group (42%), their senses of independence and adventure were greatly increased. They correspondingly expanded and redirected their professional activity, critically reappraised their views on education, and redefined their roles both in the school and beyond. The second

group (21%) is similar to the first except that the teachers' philosophical shifts were smaller and the extension of their activities was more in tune with their earlier interests and convictions.

For teachers in the remaining two groups, impact was generally small or confined to a few dimensions of their professional lives. The time demands of their projects were markedly less than in the high impact groups. The third group (15%), we called the "limited expansion" group. It is characterized by small personal change (ie. in confidence, enthusiasm, etc.) and competence gains only in aspects directly related to the particular projects. The teachers reappraised their roles within their institutions, but there was little impact in the broader sphere of professional activity. The fourth group (22%) we have called the "limited impact" group. It includes three cases for whom the impact was minimal and others where the impact ranged upwards towards that typical of the second group. The distinguishing characteristic of this fourth group is that gains in confidence, independence and adventurousness were reasonably high, but were not accompanied by general gains in competence, or by philosophical reappraisals.

These groupings are oversimplifications – especially for teachers in the "low impact" groups where for some, even though change occurred in only a few aspects of their professional lives, the impact of those changes seemed to be quite profound.

[1] Foyster, J. **Report of a National Evaluation: the Special Projects** (Innovations) **Program**, Canberra, 1979, Schools Commission.

[2] A statistical technique called cluster analysis was used on some of the data to identify these four groups. This analysis and the results are discussed in Section 2 of this report, Chapter 4

[3] Hoyle, F., "Professionality, Professionalism and Control in Teaching", **London Education Review, 3** (1971) pp 11-18.

CHAPTER 12

THE EXTENDED PROFESSIONALS; GROUP I

"It widened my horizons tremendously. And I've been teaching forty one years. . ."

Stan Jacobs

Group 1, the largest group, describes those for whom the impact has been broadest and deep. Carol Frewin (p13), James Obeth (p35) and Peter Fowles (p11) best illustrate the changes characteristic of this group. Their cases have already been presented in some detail. Peter Rooks (p9), Sr Elizabeth (p36) and Barry Pollack (p38) offer typical cases. Brian Batten (p10) and Hanna van Brakel are on the fringe in the direction of the second group.

Barry's story of the development of a reading-centre-come-fantasy-land is continued in his words:

"Actually, in the first place, I wasn't involved in the project – I was just an interested bystander, just a member of staff looking on. . . The whole point was that all I had was a little bit of craft. That's all. I'd been in a one teacher school where you have to be 'Jack of all trades.' When I first came into this, I was the most afraid person to do anything of a major nature. . .

"Initially, Kelly (another teacher here) was the sole grantee in the whole thing. I had some kids at the time who were doing some craft work, and I thought 'Ah, well, we'll do a little bit for this!' – and as it evolved I became more involved. Then Kelly took leave and muggins here sort of fell in."

As the project developed, the vision expanded and more and more people became enthusiastically involved. Much of the impetus came from the kids themselves:

"They wanted the undersea area, they wanted the dungeon. The dungeon was the thing. The dungeon just had to be there and that was it. And they wanted something from space. We thought 'Well, we can't do space – it's just impossible. We don't know what we can do about that. We'll think about that later.'

"The other thing was the jungle in the outside courtyard. We had no intention of using that courtyard at all until the kids said 'Well look, let's extend it, let's go.' Now as soon as we did that we came into the whole realm of paper mache, fibre glass, resin, everything. And new costs, new everything. . .

"Well, we can tell so many stories of what happened with the project. . . We made an elephant upstairs outside the Deputy Principal's office which he had to get around to get through to his office and stuff like that but it was accepted because all the sixth grade were working on it during their craft time. When we tried to get it down – we'd resined it, we'd painted it – when we tried to get it down into the courtyard we found we couldn't get it through so we had to cut off its ear. So we cut off the ear. We got it out and it was the last day of the term – the last day of the year actually – and we had six weeks of rain and the thing collapsed – completely collapsed on us!

"I came back on the first day of term and I was absolutely – you know. . . just so low it wasn't funny. Kids came in the next day and I said 'That's the end of the elephant, forget it.' I said 'I'll put a spear in its side and it can be a dead elephant.' 'No, you won't. We've got to make it.' So we started it again. . .

"Paint on a wall! You can't do it! The paint brushes were quivering the whole time until we got over that initial fright and then, it was amazing, we'd say to the kids, 'OK you can come in at lunch time and paint your fish.' Some of the sixth grade kids got onto bigger and better things, we got them to do octopuses and stuff, projects that took three months. And the kids were up on scaffolds and ladders and everything else. . .

". . .Tom was fantastic. Look if we hadn't had a supportive principal we wouldn't have even got off the ground. To even paint a wall is a number one big problem in a lot of places. . .

"Money's been our big problem and we've had so many Readathons and Hush Ins and quizzes and everything else just to get the money. It's unbelievable. . . What really surprised us was the business houses around the area. We even got **them** *involved."*

With the additional involvement of parents, ex-pupils, local high schools and colleges, the centre was finally completed. The school organized an official opening on a Friday afternoon. There were 250 parents there, community representatives, reporters from the city newspapers and interested educationists. Barry's involvement was central throughout the project. He led staff meetings, organized and coordinated the work and the fund drives,

sought sponsors, and spent hours with paint, paper mache, hammer and chisel. Educational interest in the project continues. Barry has led in-service days, published articles, given talks and answered letters.

"If nothing else, it has made me realize that whatever you do – doesn't matter whether you're working in paper mache or anything – if it doesn't work you can always throw it out and start again. . . So I'm not worried about it any more – I think that's the major thing: I've learned that if I want to try something with kids I'll try it. . .

"I'd never approached sponsors or asked for discounts before in my life. If you'd have told me to go and see Joe Blow down the road and see if you can get 10% off or 40% off or see what percentage you can get and he'd offered me 5% I would have said 'Great.' I'd have come back and probably been told that he gives everybody 10%!

". . .You very quickly learnt, because you didn't have the money and because you were sitting flat on your backside and you couldn't move. . .

". . .I think in a lot of ways you get things thrust upon you because you've shown you can do it. That professionally you're ready for it. . . It's taken me to a realm where I can say 'Okay, I can do this now,' or 'I'll have a go at that.' Like, I'm Sportsmaster now and there was a State enquiry into sport, and it got to the stage where I felt it was important enough to make a submission. So we did. . . I could write that kind of submission now, or an Innovations submission, but when I first started I wouldn't have done it!

"I think this is the whole thing. Instead of being vertical I've started to get very horizontal or lateral about everything. I'll have a go. . .

"Inservice was another thing. If you'd have told me three years ago that I was going to give an inservice course to other teachers I would have said 'You're mad!' This is what I couldn't understand – when we had the inservice everyone was saying the cooperation is great. But that cooperation exists. . .

"The thing is too, it's got to the stage that, because of this project, the cooperation amongst staff in other ways has improved like nothing on earth. . .

"Things that I now take for granted other people come in and say, 'My goodness, how did this happen?' 'Why did it happen?' and all the rest of it. And I say, 'Well, it did happen, in a normal school with normal teachers'. . ."

CHAPTER 13

THE EXTENDED PROFESSIONALS; GROUP 2

"It is something you can hang your hat on – not necessarily something to brag about, but it is a way of saying 'Well, yes, I am a reasonably good operator. I do have thoughts, and other people see them as value'. . . And you can always retreat back to the security that you've got something that is going well. I guess this is where confidence comes from: you can refuel if you like. Remotivate and come back out."

Richard Chalmers

Analysis of the questionnaire indicates that the Group 2 teachers have changed in similar ways to those in Group 1. Their senses of adventure and independence have increased slightly less, their confidence and enthusiasm slightly more. Their projects were less novel but more demanding. Their competence gains were smaller – especially in administration areas but also in curriculum areas – and they have been less inclined to review or shift their philosophical positions concerning the purposes and practices of education. They have extended their activities in line with their earlier convictions and growing expertise and have revised their roles within and beyond the school. Sr Christina (p24), Ron Copley (p36) and Eric Boyes (p29) are near the centre of this group; Gloria Dyson best illustrates its characteristics.

Gloria teaches home economics in a provincial girls' secondary school. The girls come from rural backgrounds, board at the school, and typically intend to return to rural environments. Gloria's own background was similar. As a girl she had helped her mother run classes in floral art and cake decorating. Later while her family was small she herself had conducted evening classes in those subjects. When her family was older, she resumed full time teaching and, for four or five years, was too busy for her hobbies. As work and family pressures on her eased, she decided to introduce cake decorating at the school through an Innovations Grant.

Her responsibility to the Commission and the response of the girls urged her to expand her own expertise and involvement. She joined with a few other women, some of whom had been her students in her evening class days, to form a club. Within months, it became a State Association of Cake Decorators, with Gloria as its foundation president. At her school, student and staff involvement also expanded. Her work through the professional association and her work at the school merged and supported one another.

The school was steadily deluged with cake contracts, especially through families associated with the students and ex-students. The girls exhibited their works through the Association, and by invitation, at displays organized in the capital city by the central city merchants. Her students won prizes at agricultural shows both in the country and the city. Gloria was invited to run in-service days in technique and curriculum for teachers from technical schools, and she assisted other teachers informally. The school and its project were on the map.

Meanwhile the Association expanded dramatically, and with it Gloria's workload. Here she introduced the Premier's wife at the opening of an exhibition, there she attended a booklaunching for one of the Association members. And coupled with her work as chief executive officer were the regular Association Newsletters to be produced and distributed. The wave of impact spread and within the next year similar associations were established in three other states. Gloria visited them to help them get established and to share ideas.

Gloria's work was not new, but very demanding. Her self confidence, enthusiasm, independence and sense of adventure were greatly enhanced. Her subject competence and classroom skills were increased, but there was little impact on her already well developed skills in curriculum planning and administration. Her confidence and skill in interacting with colleagues grew and she became more effective in school-community relationships. Her philosophical convictions concerning the purposes and practices of education were strengthened, but not redirected. However, consistent with her expanded activities, she revised her perceptions of what her role should be in the school, in the local setting, and beyond.

David Hodgkin's change profile is similar to Gloria Dyson's except that his gains were smaller and he does not yet see a role for himself outside the local setting. David is near the centre of Group 2. His story is set almost entirely in his school, and like Hanna van Brakel's, is a fairly "normal" story of teachers seeking a better way to educate children.

David switched from social work to teaching at age 28. The project school was his first school, a suburban high school. The Principal and staff, concerned about isolation and fragmentation within the school community, had begun planning a House System to encourage informal interaction of students from different years with each other and staff. David joined the planning team, became one of the House Masters and submitted the grant proposal. Staff commitment was high.

The program operates through small groups sessions, House activities, and full school activities. Details continue to evolve. Teachers and students alike have had to battle with their role changes to work informally in small groups which encompass an age range and where teachers have no structured leadership role. The program does not fit with the traditional administrative organization of the school and has had to resist covert restoring forces which threaten it.

"The activities (part of the program) seems to be well accepted. . . but we've had a lot of hassles with the tutorial groups. We normally have one staff meeting a month and this idea of the tutorial groups has come up in 80% of them. . ." The discomfort has been sufficient that teachers have questioned whether this sort of pastoral care is part of their professional responsibility and, if so, whether the House system was necessary to achieve it.

The Housemasters became a tight group and felt themselves somewhat threatened. The greatest pressure was their leadership responsibility; other staff looked to them to take initiatives in developing and implementing an effective system. They made mistakes, and some staff were openly critical. Another concern was that the Housemasters were given a "responsibilities allowance" which raised some antagonism against them. They worked very hard and the program made considerable impact on the school and community. It attracted interest from a number of educators around the country. Similar programs were established in other schools and a small "Association of Housemasters" was begun, with David an active member.

David had to grow quickly into his leadership role. He initiated the research and development of the idea. He had to lead meetings and school assemblies, and to organize camps, disco nights, and other activities. He wrote the proposal, managed the budget and conducted the evaluations.

He felt that his greatest gains were in professional self confidence, skills in leadership and cooperative interaction with his colleagues, and effectiveness in management and administration. His commitment to pastoral care programs such as this one has increased slightly with his increased understanding and programming skills, but philosophical shifts have been small. Along with his professional growth, his standing with other staff has increased and more rsponsibilities are being thrust upon him. He has subsequently redefined his role in the school and the local setting: "I've gained a lot of confidence in the job, and I've undertaken a course in Educational Administration which I'll finish this year. I guess that's because I gained confidence, and one day I might be looking for a permanent promotion to the (leadership) area. . ."

CHAPTER 14

LIMITED EXPANSION: GROUP 3

"I suppose, in a reflective sort of mood, it's broadened my attitude towards Art and its relationship to people. This is the first time I've ever been involved in what you might call 'public art'. . ."

Noel Browne

The third group is small and fairly homogenous. Projects undertaken by teachers in this group were markedly less demanding than projects in Groups 1 and 2, but similarly new in terms of past experience. The impact on self confidence was small and indeed significant change has only occurred in those aspects of their professional lives impinged upon directly by their projects – knowledge, programming skill, and effectivenss in school-community relations. Each project in this group involved the community. These gains have been accompanied by some redefinition of role within the institution, but no broader impact. Sr Anne (p26), Noel Browne (p25) and Denis Hume (p40) are in this group.

Noel Browne is an Art teacher who enjoys art and students but does not wish to be involved in school leadership. He and his students set out to design and erect tiled panels, big and small, on as many blank walls as they could find inside and outside the school. Noel sees their greatest achievement as the "Sun Wall" and is enthusiastic about work now in progress on the "Brotherhood of Man" wall. School and community response to their work has been positive, but for Noel there is more satisfaction in the action than in the achievement. Before coming to the school he had not worked with ceramics, nor been involved in public art.

Fr Tim (p25) is headmaster of a large boarding school for boys and is at various times their principal, teacher, friend, father and priest. His project was to revive the school's history through pageantry and historical re-enactment. It was in this spirit of re-enactment rather than as a cadet corps that the horse artillery was revived at the school. Fr Tim had no experience with army procedures or cavalry skills. He worked closely with retired colonels, army personnel and both professional and amateur historians. Through this and the school's participation in public pageants and festivals, Fr Tim became more involved with the community and the general public. He rated his own growth as small in response to most of our questions. Instead, he summarized the project's impact by noting that he had "discovered a whole new way of life" and had learned to interact with the boys in "yet another way."

CHAPTER 15

LIMITED IMPACT: GROUP 4

The last group is quite mixed in that it includes three cases where grantees reported that the effect was near zero, others where the impact was significant in only a few areas, and some where the impact was broader but small. The group is distinguished from Group 3 by the fact that gains in self confidence, enthusiasm, independence, and sense of adventure were high but redefinition of roles either in the school or beyond was small. As a group, the grantees made only small gains in the different competence areas, but this is not necessarily true of individuals, some of whom changed in ways similar to teachers in Group 2.

Maureen Levy (p6) is near the centre of this group. She pushed herself to learn photography and AV techniques and to lead other staff in their use. Her fear of novelty was reduced. Her confidence, enthusiasm, sense of independence and willingness to try new ideas were increased. She made great gains in AV techniques and their application, with attendant gains in interaction with colleagues and in management, but otherwise there was little impact. Nevertheless, there is promise that she will expand her professional contact and continue to build on her new interests.

Sr Miriam's and Maureen Levy's cases have similarities. Sr Miriam came to her school as deputy principal. The school was geographically isolated, had limited facilities, and suffered from high turnover of a staff who were generally inexperienced. She wished to "made a contribution" to the school and applied for an Innovations Grant to develop a program in English for children whose backgrounds were in other languages. She had little expertise in the area and there was no one in the town to guide her. By nature she is not particularly self confident but, like Maureen Levy, she was keen to succeed. Support came from the Catholic Education Department who arranged for her participation in multi-cultural education seminars. She describes her program as one which fumbled along, not achieving real greatness, but nevertheless one which was a step forward for her and the school. Her confidence, independence and adventurousness have greatly increased; she feels somewhat more competent in multicultural education and as a leader; she has clarified but not shifted her philosophical position. Since completing her project she has taken up a position as Deputy Principal at a larger school.

Alan Pengelly is one of five teachers in Group 4 whose projects we considered fairly "safe". Alan and his primary school class produced children's books which were used successfully to motivate language development.

The children wrote the stories, did the art work, and took the photographs. They were responsible for proof-reading the manuscripts. Alan does not consider himself particularly adventurous. He had tried the approach, in a more primitive form, in another school and was confident of it. He is pleased with the project's success and the response of children and parents, but sees it as having had little impact on him apart from strengthening his convictions about the value of the approach.

Gary Bright's project was fairly "safe" for him too, but large. He led the development of a computer centre for schools in a remote rural area. He sought local support during the planning stages, built on his existing expertise, and took the development and implementation confidently in his stride. Bob Thyssen's project was the least expensive of the projects in our sample, and perhaps the least demanding. It provided a large print typewriter which was used by a cluster of rural schools to produce children's stories. Bob believes there was considerable impact on the schools, but little on himself.

Mary Guthrie (p26) is also in Group 4. She was employed by the project grantees to run a two-week program during the Christmas holidays. She was employed because of her expertise. She worked very hard on the project with considerable success, but its impact on her professional development was small.

Don Grenfell (p32) and Jack Hammond (p35) were the only grantees in our sample who considered their projects failures. Neither one really got off the ground. Don's plans had to be drastically altered and his enthusiasm was daunted when a cooperating school decided to withdraw from his project. Jack was unable to get teachers in his district to follow the interest they expressed into active use of the resource his project provided. For both, their efforts to salvage their projects resulted in some professional growth and considerable disappointment.

CHAPTER 16

THE IMPACT ON OTHER STAFF

At interview, we asked all grantees to comment on the impact of their work on their colleagues and on school morale. The data abound with positive examples – the snowballing effects in cases like Barry Pollack's (p47), Eric Boyes' (p29), Joanne Williams' (p36), redirection of the school in cases like Brian Batten's (p10), Peter Rook's (p9) and Sue Willox' (p39), the projects

as leaping off points for school reviews in cases like Sr Elizabeth's (p36), Denis Hume's (p40) and Sr Frances' (p25). Indeed all but a few of the teachers reported positive impact of their project work on their schools. Many had stories to tell of specific positive impact on one or two of their colleagues – of colleagues who had since initiated proposals of their own, of books and publications that colleagues had written, of new enthusiasm and expanded activities.

We have only the grantees' perceptions of impact on other teachers. However, there is supporting evidence for their observations. Firstly, as Barry Pollack suggested, "success breeds success." Over 80% of the teachers considered their projects successful, and it is likely that sucessful innovations encourage others to be adventurous (Peter Fowles made a similar comment, see p29). Secondly, most of the projects we considered were cooperative ventures so that, even though the responsibility for implementation fell to the grantee, others in the schools were involved. Thirdly, about 70% of the teachers reported large gains in their ability to interact positively and cooperatively with their colleagues, so it is reasonable to assume that their colleagues benefited from the interaction.

CONCLUSION

We have shown that, for the majority of grantees, participation in the Innovations Program was a valuable professional experience. From consideration of the interviews and the questionnaire results, we consider that the impact has been high for about two thirds of the teachers in our sample, and small for 10-15%. Teachers in the remaining 15% of the sample made some worthwhile gains. These are the figures suggested either from examination of the overall response to individual questions or from the characteristics of the groups of teachers we defined, although the individuals identified through the one procedure are not necessarily those identified through the other.

Competence gains – especially in subject knowledge, programming skills, cooperative interaction and school community relations – were considerable for almost all teachers and very high for over two thirds of them. Except for the Group 3 teachers (14%) competence gains were associated with substantial gains in self confidence, enthusiasm, and sense of independence. Grantees in all groups gained a new sense of adventure, a new willingness to "have a go." For the Group 1 teachers (42%), new confidence implied a much more critical approach to education and their own roles in education. Their philosophies shifted and their activities expanded. Some

of the teachers in Group 1 commented that they had "learnt their limits," but it was more likely that the directions of expanded activity were chosen carefully by teachers in Group 2 (21%). The Group 2 teachers, like those in Group 1, redefined their roles in the schools and beyond but, in contrast, they were less critical in their approach. The changes which characterized teachers in Groups 1 and 2 are consistent with the idea of extended professionalism. For teachers in Group 3 (14%) significant growth only occurred in those aspects of their professional life directly related to their projects. The remaining group, Group 4 (23%) was fairly mixed. Its defining characteristic was that growth in confience and sense of adventure was not matched by growth in other dimensions of professionalism. The three cases for which essentially no growth was reported were classified in Group 4.

We asked ourselves whether it was possible to identify characteristics of projects or project experiences from which the extent of professional growth might be predicted. We explored as well correlations between growth in various dimensions of professional life. The compelling generalization that emerged is the contrary one: each story is a unique interaction between the individual and his environment, influenced by his past and his future, again unique. Explanations are not to be found in simple relationships between the individual and his environment. They may be found in theories of personal development or theories of the socialization of professional groups. We have hinted at these bases in using ideas of professional idealism in the structure of the report.

Questions concerning the motivation of innovative teachers are raised clearly by our study. The projects undertaken by Groups 1 and 2 teachers were very demanding, often at personal cost. Why did these teachers choose to initiate projects well beyond their existing expertise and, during development, to expand further the demands more often than contain them?

There are other topics touched upon by our investigation which were not followed up because they were beyond our brief. One is a comparison of different forms of support for innovation and their effects on school level curriculum development. In the majority of cases, the grantees reported that they were able to involve other staff in their projects, that staff morale was boosted, and cooperation increased. However, there were cases where wide involvement was not evident, especially during the development of the proposal. We are unable to comment on whether the Commission's aims might be served better by, for example, giving grants to schools or teams within schools rather than to individuals.

A second topic which we were unable to pursue was the link between outcomes for the grantees and outcomes for students. A project which is professionally valuable for the grantee need not be educationally valuable for the students – at least in the short term. This is essentially a question of the educational merit of particular projects.

The explicit criteria used by the Commission when selecting projects for funding do not define educational merit and indeed, to be consistent with the policy of giving those who initiate projects the freedom to identify educational needs and goals, criteria for judging educational merit cannot be explicitly stated.

Our report includes considerable description of the projects undertaken by the teachers. However, in this regard the report should be treated cautiously: our focus has been on the professional growth of the grantees and, in selecting examples of project experiences to illuminate growth, we have not given necessarily a representative description of the projects undertaken.

A third topic is the promise of further professional expansion of the teachers in our sample. We believe we are in a position to speculate on this issue: from the teachers' words and our reactions to the teachers and their stories in the interview situation, we believe that their professional contributions will continue to grow. Talking with Maureen Levy and Sr Miriam – both of whom were classified in our "small impact" Group 4 – there is a compelling feeling that they have "rounded a bend" and that the next three years will see more significant changes than than the last in their professional lives. Many of those in the "high impact" groups also communicate a feeling that the impetus for change and growth will be sustained. Even for those like Marie de Graaf and Carol Frewin who have slackened the pace for personal reasons, one suspects that, in only a few year's time, they will be drawn back, though perhaps with the balance struck differently.

Part of this conviction comes from our impression that these teachers are special. The teachers themselves are vaguely aware of being special. However, few of them flaunted it and many, like Brian Batten, pointed to the availability of the Innovations Program to all teachers: "I know how it's helped me. I just wish that other people would realize the potential of being involved and such – for their own careers, and for the good they can do the school and the kids in the school – even if it's only through the philosophical development of their ideas when they're preparing the submission. . ."

APPENDIX A

QUESTIONNAIRE RESULTS

The questionnaire results for all the grantees who participated in the study (N = 44) are summarized in the graphs overleaf.

For each item on the questionnaire, graphs of "Percentage Response" and "Timing" are presented.

The percentage response graphs indicate, for each question, the number of grantees who checked a particular box on the five point scale as a percentage of grantees who answered that particular question. The number of grantees who considered any question not applicable (N/A) is also shown. The graphs allow a quick assessment of the extent of change perceived by the group of grantees on any of the given dimensions of professional development. It can be seen that for most dimensions the distributions are heavily skewed towards "a great deal" of change.

Grantees were also asked to indicate, for the items in which they reported personal change, the stage during the project at which they felt that change occurred. They were encouraged to reflect on key events or experiences that might have been especially significant in promoting change. Grantees identified the timing of such experiences according to the code below. This same code is used in the "Timing" graphs overleaf.

Code: A. When you learnt of the **existence** of the Schools Commission's Innovations Program.

B. During the **preparation and appraisal** of your application for a grant.

C. When you were notified of the **success of your application.**

D. During the development and **implemention** of your project (including project evaluation).

E. **Subsequent to** the completion of your project.

S. The change was a **steady** process, not readily identified with a particular stage during the project.

PERCENTAGE RESPONSE

TIMING

- Did this project constitute a new direction or new field for you in terms of your past experience?

not new at all | I | II | III | IV | V | totally new

- How demanding was the project in relation to your total workload?

not demanding at all | | | | | | very demanding

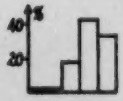
- How do you believe your experiences with your Innovations Project have affected:

  - your confidence in yourself and your own capabilities?

much less confident | | | | | | much more confident

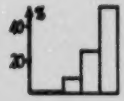
  - your enthusiasm for and interest in your work?

much less enthusiastic | | | | | | much more enthusiastic



  - your feeling of independence; your belief that you can effect improvements in education from your position in the system?

much less independent | | | | | | much more independent



  - your willingness to try new ideas and approaches?

much less adventurous | | | | | | much more adventurous

PERCENTAGE RESPONSE TIMING

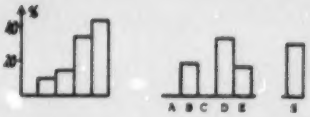
- To what extent do you believe your experiences during your project increased your:

- competence in the subject with which your project was concerned

N/A N=2 not at all ☐☐☐☐☐ a great deal

- capacity to produce an educational program, including a set of goals and a practical plan of action

N/A - not at all ☐☐☐☐☐ a great deal



- ability to interact positively and co-operatively with colleagues

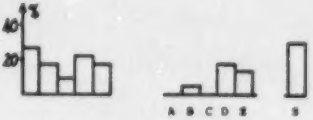
N/A - not at all ☐☐☐☐☐ a great deal

- effectiveness in management and administration

N/A N=1 not at all ☐☐☐☐☐ a great deal

- competence in the classroom (or other teaching-learning situation)

N/A N=1 not at all ☐☐☐☐☐ a great deal



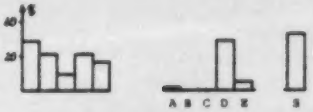
- effectiveness in school-community relations

N/A N=3 not at all ☐☐☐☐☐ a great deal

PERCENTAGE RESPONSE TIMING

- How much have your experiences changed your beliefs about the purposes of education in institutions such as the one in which your project was implemented?

not at all ☐☐☐☐☐ a great deal



Do you consider the change

a strengthening of your previously held convictions? 45%

or

a new direction for you? 24%

- How much have your experiences changed your beliefs about educational practice in institutions such as the one in which your project was implemented?

not at all ☐☐☐☐☐ a great deal

Do you consider the change to be

a strengthening of your previously held convictions? 45%

or

a new direction for you? 45%

- As a result of your experiences, how much have you changed your beliefs about your own role

  - in institutions like the one in which your program was implemented?

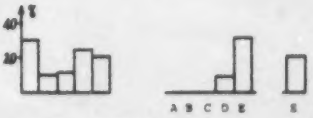
not at all ☐☐☐☐☐ a great deal

  - in the local school-community setting?

not at all ☐☐☐☐☐ a great deal

  - beyond the local setting?

not at all ☐☐☐☐☐ a great deal



SECTION II

TECHNICAL REPORT

CONTENTS

CHAPTER

1 RECENT DEVELOPMENTS IN THE STUDY OF EDUCATIONAL CHANGE 1

2. SELECTING THE SAMPLE 6

3. METHODS OF DATA COLLECTION 9

4. A NOTE ON CLUSTER ANALYSIS 21

5. PLANNING DOCUMENTS 24

REFERENCES 37

FIGURE

3.1 Innovations Project. Interview Plan 16

TABLES

2.1 Population and Sample Statistics: Grantees 7

2.2 Charactertistics of the Institute in Which Grantees were Employed 8

3.1 Cue Sheet for Questionnaire 17

3.2 Questionnaire 18

4.1 Increase in Within-Groups Variance with Successive Combinations in H-Group Analysis 22

4.2 Group Means for the Terminal Clusters 23

CHAPTER 1

RECENT DEVELOPMENT IN THE STUDY OF EDUCATIONAL CHANGE

Focus on Curriculum Development

One of the major thrusts in educational practice over the past two decades has been to develop and institutionalise innovations. It is popularly held that the original impetus for this thrust arose from a perceived need for American educational systems to modernise the teaching of secondary school science. This led to the creation of new curricula in allied fields in the late 1950s and through the 1960s. During this time there was widespread belief that large scale curriculum improvement could most effectively and efficiently be achieved through the development of new curricula by groups whose members provided complementary expertise in educational theories and in the subject area under review. The results of this work were to be given to teachers who, it was assumed, would faithfully implement the curriculum. Such an approach was described in terms of the RD&D paradigm (Research, Development and Diffusion).

The development of new curricula atracted the attention of educational researchers, who were interested in innovation as a phenomenon. Educational evaluators were also involved in the task of assessing the impact of the new programs, either from the point of view of assisting in their revision, or in assessing their net worth for the purposes of accountability. Concepts of diffusion, dissemination and implementation were developed and factors associated with the success or failure of these aspects of innovation investigated. Educators drew heavily on literature which had been developed over longer periods in other disciplines and areas of study, particularly those of rural sociology, health and welfare, and law.

Evaluation of the impact of the innovations initially focussed on their effect on school pupils. Influenced strongly by the psychometric tradition prevailing at the time, it was standard practice to measure pre and post treatment scores, to examine gains and thus evaluate the worth of new programs with reference to a 'control' group not involved in the new curriculum. An early and somewhat disquieting general finding was that the gains attributable to new curricula were not significant, and doubt was cast on the usefulness of many of the new programs.

Focus on Implementation

It became clear, however, that it was not so much the curriculum as such which was determining these results, but the incomplete implementation of the ideas and the new materials in classrooms. Thus, in the 1970s the focus

for curriculum study turned to the schools and, in particular, to measuring implementation and the factors affecting it. It was found that, where new ideas were faithfully implemented, signficant cognitive and affective gains were made by the pupils involved (see, for example, Leinhardt, 1974).

Factors affecting implementation were classified according to their source. One was the extent of support for change which was provided by those in educational systems located outside the school. Within school factors, such as the support of the principal, were also identified. The characteristics of the implementors, the users, were also studied. Implementation occurred when the users were open to change, willing to try new ideas and well organised to be able to carefully consider the innovation.

The presence of someone in the user group who had been involved in the development of the innovation seemed to be necessary for the ideas underlying it to be faithfully absorbed by the other users, particularly if the innovation was quite different from methods in current use. (Fullan and Pomfret, 1977; Owen, 1979).

While some educators were pursuing the conceptualisation and measurement of implementation and adoption of innovations, others were reflecting on paradigms of educational change. Some paradigms were descriptive, portraying how change had taken place in real settings; others were normative, summarising how educational change could more likely take place. Fullan's (1972) overview adequately summarises these paradigms which others such as Havelock (1973) have attempted to snythesise into a grand 'model'.

These studies have consistently highlighted the importance of teacher commitment to the innovation. This has prompted some educators to advocate that all aspects of curriculum development become the responsibility of schools. The roles of outsiders would be limited to consultancy when requested by teachers. Such an approach to curriculum planning is summarised by the following statement of what is called the Problem Solving (P-S) paradigm.

> In the P-S perspective, the individual (or group) initiates the process of change by identifying an area of concern or sensing a need for change. Once the problem area is identified, the individual undertakes to alter the situation either through his own efforts, or by recruiting suitable outside assistance. The user in the P-S model is actively involved in finding an innovation to solve his own problem. Specifically, what the new input will be is determined largely by the receiver himself; whether or not this same input could also satisfy the needs of other receivers (ie. mass diffusion) is not generally considered. (Havelock, 1973: 10-20)

Although the summary presented so far applied especially in the United States of America (USA), similar developments also took place in Australia, generally sometime after they first took place in the USA. For example, the swing to school level curriculum planning, in line with the P-S paradigm, began in 1967 when Victoria phased out the Intermediate Certificate at Year 10. Other state systems followed suit.

There has been little official acknowledgement of the sources of the influences for educational change in Australia but it is certain that writers such as Stenhouse (1975) and Skilbeck (1976) have contributed to the trend towards more autonomy for the school in curriculum decision making. There has also been demand for increased school level self government inspired as much by political as by educational argument.

School level autonomy for curriculum has prompted the study of decision making about the curriculum at the school level. Some sociologists explain variations in the effectiveness of school in terms of their organisational structures, which are said to determine the work of teacher groups and their approach to change (Blair, 1972: Pennings, 1976). A conflicting view, which is receiving increased attention, is that the school culture (those elements defining the values and norms of the organisation) is an important determinant of the extent of innovation in the total curriculum (Argyris, 1972: Sarason, 1971). Such a view assumes that, if significant groups within the school have orientations which support change programs, then change will occur (Katz and Kahn, 1966).

The concept of culture has been used by Rudduck (1977) to explain the fate of externally developed efforts to change school curricula. Put simply, she sees the conflict associated with the adoption and use of innovations as an encounter of two cultures, one derived primarily from the results of applied educational research, (the curriculum innovation), and the other derived essentially from the realities of the individual's workplace (the schools).

Implications for this Study

The foregoing short summary traces the focus of innovation in education and the study of its effects over the past two decades. It shows the shift from an emphasis on the innovation itself to concern with change as it affects organisations, schools and their support systems. A further significant development in the study of innovation in Australia resulted from the Karmel Report (1973). One of the recommendations of the report was that funds for innovations be granted to individual **teachers.** Like other innovation proposals, this initiative was designed to improve school curricula, but it also had a unique objective: to promote actively the professional development of the teachers involved. It appears that this was one of the first attempts to promote innovation in a way which recognised that development of the

teacher was a logical and expected outcome. Indications are that such an outcome has not been a subject for research. An extensive literature review uncovered only a handful of studies focussed on teachers' professional development as a result of curriculum innovation.[1]

Professional Self Development and Innovation

The purpose of our literature survey was to clarify definitions of professional growth and to investigate relationships between professional behaviour and innovation in education. Although it was clear from our discussions with the Schools Commission that the study should be open and phenomenological rather than an attempt to confirm any particular model of innovation and personal change, we wished to arm ourselves with a variety of theories which we could hold ready for data interpretation (Parsons, 1976).

The dimensions of professionalism are widely discussed in the general literature on teaching and teacher education: the professional teacher is competent in his subject areas, in curriculum theory, in communication and personal interaction, and management; reflective, progressive and committed. Hoyle (1971) discusses a continuum of "extended professionalism." The extended professional links his classroom teaching with broader goals such as those reflected in the school policy and the longer term needs of the students and society. The extended professional is thus broadly involved in education and active beyond the school as well as within it. In contrast, the limited professional restricts his responsibility and activity to his classroom and the subjects he teaches.

Becker (1960) and Becker and Carper (1956) discuss professional growth in terms of growth of commitment. Congruence between self concept and occupational role perception is offered as a significant motivating force in occupational behaviour. The committed individual follows a consistent line of action, characteristic of him and, likely, of a professional group. Because of the entwining of self concept and occupational role perception, group experiences (eg. with peers, students or professional "idols") are important in the development of commitment. Becker suggests that in general, commitment to a consistent line of activity occurs when an individual is confronted with an opportunity to depart from it. He discovers that in the course

[1] We used the following ERIC descriptors. Teacher Morale/Educational Innovation, Teacher Morale/Educational Change, Teachers Role/Educational Innovation, Teacher Motivation/Educational Change, Teacher Morale/Change Strategies.

of past activity he has, wittingly or not, accumulated valuables of a kind that would be lost to him if he makes a change. These valuables include aspects of self esteem and professional status, cultural and personal values, knowledge, past investment of time, money and effort, and lifestyle.

Argyris (1976) analyses professional behaviour in terms of the principles which guide an individual's actions, especially in the spheres of personal interactions and management strategies. Examples of such guiding principles include "Win at all costs," and "Don't offend other people." The principles which an individual believes guide his actions need not match those which are inferred from his behaviours. Argyris identifies sets of guiding principles which are most and least conducive to individual growth and long term achievement of the group. As with Becker's work, Argyris therefore directs attention to personal and cultural values within the teaching profession.

Havelock (1973), in the context of the RD&D model of innovation, points to the importance of the teacher's commitment to the innovation whose adoption he is considering. He discusses at length barriers and facilitators to implementation which arise within the individual, the school setting and beyond. We related these barriers and facilitators to the "valuables" suggested by Becker (1960). Havelock (1978) claims that innovation is spurred by reward and punishment systems and by professional concern for the organic growth of the institution and the individual. This is consistent with the views of Argyris and Becker: not only external rewards are important, but so are personalities, needs and values.

Guskin (1973), again in the spirit of the RD&D model of innovation, describes personality traits, needs and values as they relate to the adoption and implementation of innovations. He discusses these at two levels: deep seated characteristics such as self esteem, sense of competence and potency, open-mindedness, belief systems and needs; and characteristics more dependent on the environment such as feelings of threat, the effects of past experiences, and self-fulfilling prophesies. Guskin assumes a view of Man consistent with the ideals indicated by Argyris and Becker: rational and intentional, responding to a variety of inner and outer forces, looking to both the past and future as he organises his environment and revises his worldview in a search for meaning.

A difficulty for us with Havelock's (1973) and Guskin's (1973) work is that they consider aspects of professionalism which **determine** innovation and implementation. We wished, in essence, to reverse the cause and effect and ask how experience with innovation **affects** aspects of professionalism within the individual.

Guided by the framework sketched above, we decided to obtain from the teachers information on their values and rewards, and their beliefs about the purposes and practices of education. Information about their perceptions of their roles in and beyond the school, and their feelings of self-confidence, sense of adventure, and enthusiasm were also to be collected. We also decided to obtain data about changes in their competence in a range of areas, and changes in interest, activities, and professional linkage. The interview plan is discussed in Chapter 3.

CHAPTER 2

SELECTING THE SAMPLE

The collection of data for this study took place within three geographical areas nominated by the Schools Commission. These were; metropolitan New South Wales (NSW), non-metropolitan Victoria (Vic), and Western Australia (WA). The population from which the sample was drawn included all grantees in these three areas who had been awarded funds during 1977 or 1978 (Series Q and R of the Innovations Program). These Series were selected because the majority of these grants had run their course. Grantees in the population were thus in a position to reflect on their total involvement with the Innovations Program, from the initiation to the evaluation stages.

Selection of a sample of cases was carried out to ensure that those interviewed represented a cross-section of projects carried out in each geographical area with respect to the **type** of project, eg. curriculum, special education, school and work. The varying size of grants was also allowed for in the sampling process.

The nature of the procedures meant that generalisations drawn from the sample could not be made to the national population of Innovation Program grantees. However, generalizations could be drawn to the population within each of the three geographical areas.

The Population

Postcodes were found to be a useful means of determining geographical boundaries in New South Wales and Victoira. In New South Wales, we decided that metropolitan Sydney be defined as any area having a postcode of 2234 or less. In Victoria, the non-metropolitan area was defined as any with a postcode of 3207 or greater.

TABLE 2.1: **Population and Sample Statistics: Grantees**

Type of Project	NSW		VIC		WA		TOTAL			
	P[a]	S[a]	P	S	P	S	P	S	%P[b]	%S[b]
A Teaching Methods	5	1	3	1	4	1	12	3	4	7
B School Organisation	2	–	5	1	2	–	9	1	3	2
C Curriculum	42	6	55	6	52	9	149	21	49	47
D Remediation	3	1	1	1	4	–	8	2	3	4
E Special Education	11	1	3	–	10	1	22	2	7	4
F Migrant Education	9	1	3	–	10	1	22	2	7	4
G Disadvantaged Groups	6	1	6	1	5	1	17	3	6	7
H Sexism	5	1	–	1	–	–	5	2	2	4
I Teacher Support	5	1	1	–	2	1	8	2	3	4
J Extra School Activities	3	–	15	3	7	1	25	4	8	9
K Community School Relationships	10	1	5	–	4	–	19	1	6	2
L School and Work	4	1	1	–	4	–	9	1	3	2
M Learning Centres	2	–	3	1	1	–	6	1	2	2
	107	15	101	15	97	15	305	45	100[c]	100[c]

Notes: [a]P – population, S – sample
[b]%P – percentage of each type in the total population
%S – percentage of each type in the total sample. All percentages rounded to nearest integer.
[c]All percentages are rounded to the nearest whole number.

The Schools Commission's records enabled us to classify projects according to type and grant size. Where a project was listed under two headings, the description found in the National Directory was used to decide on a unique classification.

There were about 100 projects in each of the three geographical locations, as shown in Table 2:1. It can be seen that the majority were in the curriculum area. The method used to select the samples, which reflected the cost and type of grants given to the population of grantees, was to order the projects within types by size of grant. For example, in NSW, each project was allocated a number from 1 to 107 (there being 107 projects). Project 1 was the least costly under 'Teaching Methods', whilst Project 5 was the most costly under this heading. Project 6 became the least costly under 'School Organisation', and Project 7 the most costly in this type. Project 8 thus became the least costly under 'Curriculum' and Project 49 the most costly under this heading, etc.

Several factors determined the size of the sample. On one hand, there was the need to include sufficient cases from which general conclusions could be drawn about the impact of the Program. On the other, there were practical considerations such as the time limits imposed by the need to report early in 1981, and other factors such as cost and the organisation of

the interviews. It was decided to select 15 cases in each geographical area as the sample. Thus, 45 interviews were to be carried out in all. The sample was selected, for example in Victoira, by commencing with a random number between 0 and 11 and selecting every sixth case on the list.

The distribution of the sample according to state and type is shown in Table 2:1, along with statistics for the three states added together. The percentage of grantees under each project type for the population and for the sample are also shown. A comparison of these figures shows that each type of project was fairly accurately represented in the total sample. For example, the figures for 'Curriculum' were 49 percent for the population and 47 percent for the sample, for 'Special Education' five and four percent respectively, and for 'School and Work' three and two percent respectively.

Further information on the sample is outlined in Table 2:2. In each State the number of grants is broken up by (a) level of schooling and (b) type of school. Level of schooling is divided into primary school, secondary school, and 'other'. The 'other' category included projects which were conducted primarily outside schools, in places such as teachers' centres, or which concerned activities involving several schools such as in an educational region. Table 2.2 shows that all these categories are represented, the proportion in each category varying with State. Type of school is divided into government, non-government and 'other.' In each state there was approximately equal representation of government and non-government schools, and a smaller fraction of projects categorised as 'other'.

TABLE.2.2: **Characteristics of the Institutions in Which Grantees Were Employed**

	Number in Each Category		
	NSW	VIC	WA
Primary School	3	8	5
Secondary School	7	4	9
Other	5	3	1
	15	15	15
Government School	6	6	6
Non-Government School	5	6	8
Other	4	3	1
	15	15	15

Contacting the Sample

Each grantee selected in the sample was contacted by telephone and the purpose of the study outlined. It was found that many of the grantees had moved from their original location, and some time and effort was put into tracing the present location of the grantee. In the majority of cases this was achieved, but in a very few instances it was impossible to arrange an interview. In these instances the procedure adopted was to select the next grantee on the list from which the original sample was drawn. This ensured that there was minimum perturbation from the original sample taking into account the variables type of project and its cost.

All grantees in this 'corrected' sample were interviewed with one exception: a Victorian teacher who was suddenly called away from his school on the day of the projected visit by the interviewer. This resulted in a reduction of the sample number from 45 to 44. Essentially this resulted in a 'response rate' for the study of 98 percent.

CHAPTER 3

METHODS OF DATA COLLECTION

Information was collected from the sample through interviews. A major reason for selecting the interview method was to give grantees the chance to relate first hand their experiences with the innovation they had put into practice. At the same time, we employed a loose framework for the interview, based on the literature review presented in Chapter 1 of this technical report. This enabled us to compare and contrast the extent of professional development of grantees, and to assess the **general** impact of the Innovations Program.

As a second method of data collection, a self rating questionnaire was developed, also based on the review of the literature. Grantees completed this questionnaire towards the end of the interview, which was audiotaped in full.

Each grantee was given the opportunity to comment on and edit sections of the final report in which his or her case was presented. When the first draft had been written, copies of the Introduction, the Table of Contents, and the Conclusion were sent to each grantee, along with excerpts where the grantee's case was described or the grantee quoted. A covering letter

invited them to comment on and make changes to the draft. It was emphasized that we would be happy to yield to their suggestions. We were encouraged that ten of the grantees communicated back to us, but only three of the grantees requested alterations or corrections, and these were generally minor (from our perspective).

According to prior arrangement, members of the Schools Commission's Innovations Committee, and representatives of the State and Catholic Education Departments in Western Australia received complete copies of the first draft of the report, and we thank them for the helpful suggestions they made.

Content of the Interview

Two major considerations were kept in mind when designing the interview. The first was the kind and quality of information to be collected. The second, which was to serve the first consideration, was interview technique. Again, the relevant literature was a guide to the methods by which we could establish rapport with the respondent, commence the interview and carry it to its conclusion.

The final form of the interview evolved from the use of pilot studies with a selection of innovation grantees who were not included in the sample for the major part of the study. Two forms of the interview were developed and modified before the final form was produced. The following plan served as the basis for the interview.

Purpose: As you know, I've been engaged by the Schools Commission to investigate the personal-professional development of people who directed projects funded through the Innovations Program. The assumption behind our investigation is that, even though individual projects might affect only a fairly small number of students, professional growth of the director has potential for long term and far reaching effects. A first step in testing the idea is to try and assess any personal growth that has occurred.

Topic: My interest then is not so much the effect that your project has had on students, but the effect that your experiences have had on you – such things as changes in your knowledge, attitudes, enthusiasm, and so on.

Ethics:	We'll be submitting a report to the Schools Commission next February. It will be a summary of the results of the interviews. We'll also be preparing a short report which we intend to send out to all the people who have participated in the study. Individual directors and their projects won't be identifiable in the reports. From the start, individual interviews will be coded and treated confidentially. I'd like your permission to use the taperecorder if I may.
Story of Project:	I have some idea of your project from reading the Innovations Directory. Could you tell me briefly some of the details – where you got the idea, how you got started. . .?
Barriers/Facilitors, School Factors:	What aspects of the school situation do you think made the development of your project especially easy or especially difficult?
External Factors:	Were there external factors that were important in the development of your project?
Personal Factors:	What special skills, background experience or expertise did you bring into the situation which were especially valuable in getting the project going?
Personal Change:	What I'm particularly interested in is personal change or professional growth that has occurred for you and can be linked to your activities in the project. In what ways do you think your involvement with the project has been a valuable experience for you?
Rewards:	In what ways do you feel your work in the project has been personally rewarding?

Changed Behaviour (Activity Interpersonal):	Are you doing things now (or involved in things now) that you weren't involved in before the project?
	For example. . . .?
(Learning, Attitudes, Beliefs, Personal Attributes)	
Temporal Development:	We are keen to try and find explanations for the changes you've just outlined. I'm wondering if you can identify particular experiences during your project which are especially significant – perhaps people you met, reading or certain activities. One way of identifying those experiences is to focus on particular stages during the project. I'm thinking especially of the period while you were preparing the grant submission, or during the development and implementation stage, or the period after the project was completed.
Preparation Phase:	What key experiences would you identify during the preparation of your proposal?
Implementation:	What about the development and implementation stage?
Subsequent to Completion:	What sort of things have happened since completion of the project that you consider valuable experiences consequent to the project?
Application's Success:	Were learning of the Innovation Program's existence or being notified of your application's success significant events for you? How?
Effects on Others:	Another aspect of interest to me is the effect that your work might have had on other teachers in your school, and the sorts of things they're doing. Do you think your work has had much influence on other teachers?

Others' Perception of Change in You:	We've talked about your views of change in yourself and in others. What do you think one of your colleagues would say – one who knows you pretty well – if I asked him or her to identify the more significant changes in you?
Students:	What might your students say?
Questionnaire:	Finally, I'd like you to work through this questionnaire for me. The questions on it are more or less complementary to the interview questions, asking for ratings on such things as attitude change which we felt would be hard to get accurately from the interview.
Background Information:	The first part is more for background information. If you could fill that out for me. . .
Attitudes, etc:	Now, we shift to the self ratings. I'd like you to think out loud as you fill out the form if you would.
Temporal Development:	Before we go over the page, I'd like you to go back over the questions for which you have indicated a change and to identify the stage during the project at which you feel that change occurred. I've written the instructions on this sheet. Record the stages, where they can be identified, according to the code here, writing the appropriate letters in the boxes down the right hand margin.

This basic plan was committed to memory by the evaluators before the interview. However, as indicated previously, the sequence was not rigidly adhered to, and deviations from the general thrust of the discussion were not discouraged. In practice, the evaluators used the sheet included as Figure 3.1 to link the various aspects of each interview.

The Questionnaire

As already indicated, each structured interview was concluded by asking the grantee to complete a short questionnaire. The purpose of collecting data in this way was to obtain complementary information to that gathered in

the taped interview and to obtain information not readily gathered through discussion. The questionnaire, a copy of which appears on pages 26-28, consisted of a number of items with Likert-type scales and others which forced a selection from several alternatives.

The Likert items were designed to measure types of change in the grantees, in particular changes in personal attributes, gains in knowledge, skills and understandings and changes in role perception. These were areas of personal impact which the literature review suggested were associated with the use of innovations.

The questionnaire also contained questions related to the time at which these changes took place. Five critical periods associated with the use of innovation were identified and respondents encouraged to link each type of change with one or more of these critical periods. Details about the periods are also included here as Table 3.1, a note given to each grantee during the interview.

The questionnaire was subjected to several trials before being used in the major part of the study. Armchair criticisms of wording, style and layout were made by experienced educational evaluators. Grantees involved in the field trials were asked to complete the form and to criticize its format. A decision was made to place the questionnaire completion, which took about 15 minutes, at the conclusion of the interview. This was based on the feedback obtained which suggested that respondents needed to discuss aspects of their project, and reflect on its impact on them before they approached the questionnaire.

Guidance for Interviewing

Several sources were consulted in the preparation of the following guidelines for interviewing used in this study (Banaka, 1971; Matzler, 1977; Richardson *et al.*, 1965; Williams, 1978).

1. Start with a clear statement of
   Your purpose
   A definition of the topic (helps resondent define his goal)
   A comment on ethics

2. Make first question a descriptive, open question.

3. Watch out for logical continuity:
   - both on same topic
   - both at same logical level, both shift together when satisfied that particular issue is solved. These issues may be action issues, opinion or information on a topic or feelings.

   Solving one issue may involve shifting to a logically prior issue. (This may mean surfacing and confronting opinions or feelings.)

4. Watch out for relational issues (often detectable from non-verbal behaviour)

   especially: inclusion feeling of commitment, being on same wavelength
   control different people like different amounts of control. Strike the right balance consistent with getting information.
   affection do you like each other/what each other is saying? Is this interfering with communication?

5. Kinds of question:

   Be wary of "leading the witness"
   Avoid asking **uninformed** leading questions or questions with an uninformed, improper premise.
   Avoid double barrel questions or two questions at once.
   Follow indirect questions and projection questions with direct questions to provide confirmation.
   Avoid **untested** private assumptions/attributions. If they are relevant, test them.

6. Don't cut a topic **or** the interview in a way that leaves the respondent on a 'high' or 'low' emotionally.

7. In general, "finish" one topic before starting another. Keep respondent's sideways steps in mind for later use, but don't follow them when they occur – unless it seems like a defensive ploy to avoid or give thinking time about topic of focus. (In that case come back to it when everyone is more confident.)

THE SECRET IS TO GET GOOD INFORMATION (complete, accurate, insightful) efficiently. We **need** descriptions, anecdotes, facts to use as evidence **re** opinions, change.

FIGURE 3.1 Innovations Project. Interview Plan

INTRODUCTION: Purpose, Focus, Ethics
Story: How you got the idea, what to achieve, how you got started

Barriers/facilitators

School Factors
principal style, support
personal support
organizational style
school climate, morale
time, money, materials
available expertise

External Factors
geographic
linkage
local support
political climate

Personal Factors
background experience
respect from others
socially included/excluded
expectations of others
winner, goal oriented
outgoing, self starter
risk taker, confident

Rewards
achievement
opportunity
recognition, status
students
peers
local
wider
learning
contacts, stimulation
formal/informal promotion

Observable change (& examples)

How actively learning
old areas or new.
subject
curriculum
methods
school-comm.
admin
politics

Interpersonal
open discussion with
peers
administrators
experts
expanded prof. contacts
formal. informal.
improved interpersonal
relations - children
- parents

Professional Activity
Expanded?
Redirected?
Intensified?
in classroom.
school.
local setting
beyond
prof. assoc.
publication

Temporal Development (Key Experiences, Turning points, Causes of Growth)
A: Learnt of IP's existence
B: Grant Preparation and Appraisal
C: Application's success
D: Project Devpt. & Implementation
E: Subsequent to completion

S: Devpt. a steady process

Effect of your work on others
Other educators in your setting
other settings
Climate/morale in your school
Others' activities in your school

Others' views of change in you
colleagues who know you well
students

Questionnaire
Designed to complement information above,
asks for ratings on personal attributes, attitudes & beliefs.

Possible Key Experiences as causes of growth
1. Confronting knowledge & skills
2. Confronting values, philosophies
3. Confronting personal inadequacy
4. Personal interactions & feedback
5. Key people as guides, models &
6. Responsibility to others' expectations
7. Series of past successes
8. Network of past decisions

Table 3.1 Cue Sheet for Questionnaire

TIMING

For the instances in which you have reported personal change, we are interested in whether that change can be identified with a particular time during your project. For example, perhaps there was a particular event, activity, or meeting with another person which you consider as a turning point or key experience in the change you have reported. If so, please use the code below to identify the timing of that experience. Alternatively, even though you cannot recall a key experience, you may feel that the change occurred essentially during a particular stage during your project. In this case also use the code to identify those stage(s). If you believe the change was a steady process, not identifiable with any particular stage, record an "S" against the change.

Code:

A. When you learnt of the existence of the Schools Commission's Innovations Program.

B. During the preparation and appraisal of your application for a grant.

C. When you were notified of the success of your application.

D. During the development and implementation of your project (including project evaluation).

E. Subsequent to the completion of your project.

S. The change was a steady process, not readily identified with a particular stage during the project.

Place appropriate letters in the box beside each question for those instances in which you have reported change.

TABLE 3.2. QUESTIONNAIRE

SCHOOLS COMMISSION

INNOVATIONS PROGRAM

QUESTIONNAIRE

ID CODE: _____

TAPE NO: _____

1. How old are you? _____ years

2. What is your current status in this institution?

_____

3. How many years experience have you had in institutions like this? _____ years

We would be grateful if you could spend a short time responding to the following statements. Place a cross in the appropriate place for each statement below.

4. Did this project constitute a new direction or new field for you in terms of your past experience?

not new at all | | | | | | totally new

5. How demanding was the project in relation to your total workload?

not demanding at all | | | | | | very demanding

6. How do you believe your experiences with your Innovations Project have affected:

TIMING

(a) your confidence in yourself and your own capabilities?

much less confident | | | | | | much more confident | |

(b) your enthusiasm for and interest in your work?

much less enthusiastic | | | | | | much more enthusiastic | |

(c) your feeling of independence; your belief that you can effect improvements in education from your position in the system?

much less independent | | | | | | much more independent | |

(d) your willingness to try new ideas and approaches?

much less adventurous | | | | | | much more adventurous | |

TIMING

7. To what extent do you believe your experiences during your project increased your:

(a) competence in the subject with which your project was concerned

N/A ☐ not at all ☐☐☐☐☐ a great deal ☐

(b) capacity to produce an educational program, including a set of goals and a practical plan of action.

N/A ☐ not at all ☐☐☐☐☐ a great deal ☐

(c) ability to interact positively and co-operatively with colleagues.

N/A ☐ not at all ☐☐☐☐☐ a great deal ☐

(d) effectiveness in management and administration.

N/A ☐ not at all ☐☐☐☐☐ a great deal ☐

(e) competence in the classroom (or other teaching-learning situation).

N/A ☐ not at all ☐☐☐☐☐ a great deal ☐

(f) effectiveness in school-community relations.

N/A ☐ not at all ☐☐☐☐☐ a great deal ☐

8. How much have your experiences changed your beliefs about the purposes of education in institutions such as the one in which your Project was implemented?

not at all ☐☐☐☐☐ a great deal ☐

Do you consider the change

a strengthening of your previously held convictions ☐ or

a new direction for you? ☐

TIMING

9. How much have your experiences changed your beliefs about educational practice in institutions such as the one in which your project was implemented?

not at all ☐☐☐☐☐ a great deal ☐

Do you consider the change to be

a stengthening of your previously held convictions ☐ or

a new direction for you? ☐

10. As a result of your experiences, how much have you changed your beliefs about your own role

(a) in institutions like the one in which your program was implemented?

not at all ☐☐☐☐☐ a great deal ☐

(b) in the local school-community setting?

not at all ☐☐☐☐☐ a great deal ☐

(c) beyond the local setting?

not at all ☐☐☐☐☐ a great deal ☐

CHAPTER 4

A NOTE ON CLUSTER ANALYSIS

One of the methods by which the questionnaire data were analysed was to look for common patterns of response. Cluster analysis techniques were used to determine whether such patterns existed, and to identify those respondents with similar profiles.

A cluster can be considered as a continuous region of space where there are a high density of points (Everitt, 1974). Cluster space is determined by the variables used in the analysis in such a way that each of the variables is represented by one of the axes of that space.

Although clustering has been used in social science research for some time and various methods of clustering have been reviewed (Jardine and Sibson, 1968; Williams *et al*, 1971) no firm conclusions have been forthcoming regarding the methods of treating data such that the groups formed in the clustering process reflect accurately the natural grouping. Hence it was decided to follow a common practice and use a method of hierarchical clustering where each successive set of groups is dependent on the constitution of those already formed. Ward's (1963) approach was adopted to classify entities (in this case, grantees). In this method an estimate of the extent of grouping is the loss of information which occurs from the clustering at each step in the analysis. This estimate is formed by calculating the total sum of squared differences from the mean values of all variables for all entities within each cluster, and summing over all clusters. The original number of clusters is progressively reduced from the number of entities in the sample until all have been classified into one or two groups. At each step in the reduction the total within-groups variance is considered. The next amalgamation is that which results in the minimum increase in the within-groups variance.

In this study clustering was carried out on data collected by questionnaire from the sample of recipients of Schools Commission Innovation grants. The computer program used was one called H-Group (Veldmann, 1967). The variables were those designed to measure the extent of personal change which occurred as a result of being awarded a grant and carrying out the associated project. On the questionnaire these items were presented in Likert-type format. These were 16 items of this type on the questionnaire, as questions 6, 7, 8, 9 and 10. In addition, two other items were included. These were question 4, which measured the perceived novelty of the project, and question 5, which measured the time demands of the project on the grantee (see the questionnaire in Chapter3).

Analysis of Data

Table 4.1 sets out the increase in within-groups variance for the data. The table shows that, for grouping involving less than ten clusters, the first major increase in within-groups variance occurs when the number of groups groups was reduced from five to four. Thus, five groups were selected as clusters for study; they are referred to as terminal groups in the subsequent discussion. The number of entities (grantees) in each group ranged from one to eighteen. The other groups consisted of six, nine and ten entities.

TABLE 4.1: **Increase in Within Groups Variance with Combinations in H-Group Analysis.**
(N=44)

Number of Groups	Within Group Variance
44	0.
22	11.1
9	26.1
8	29.2
7	30.8
6	31.2
5	32.5
4	36.4
3	44.4
2	50.6

In order to describe these groups and their differences, separate one way analyses of variance were carried out for each variable, and these are outlined in Table 4.2. (The cluster with one entity was omitted from these analyses.) There were significant differences between the groups as a whole on all but one of the variables, this being the extent of newness of the project as perceived by the grantee. The group means and an associated Linear Discriminant Function Analysis (not reported in detail here) enabled us to describe the characteristics of each terminal group, as follows:

> Group 1 (N=18) Grantees in this group report a broad and deep impact as a result of their involvement in the Innovations Program. With an increased sense of adventure and independence, they have greatly increased their professional activity, critically appraised their own views of education, and redefined their roles both in the schools and beyond.

TABLE 4.2: Group Means for the Terminal Clusters (N=43)

Variable	a	Group 1 N=18	Group 2 N=9	Group 3 N=6	Group 4 N=10	Sig
NEWS	3.8	3.8	3.4	4.0	4.0[b]	NS
DEMA	4.0	4.4	4.8	3.2	3.2	.01
CONF	4.2	4.5	4.9	2.8	4.0	.01
ENTH	4.1	4.4	4.6	3.0	3.8	.01
INDE	4.3	4.8	4.4	2.8	4.0	.01
WILL	4.3	4.8	3.9	4.0	4.0	.01
SUBJ	4.1	4.4	4.0	4.3	3.3	.01
PROG	4.0	4.7	3.3	4.3	3.3	.01
INT	3.8	4.5	4.1	2.3	3.2	.01
ADMI	3.7	4.8	3.1	2.5	3.2	.01
CLAS	2.7	3.5	2.7	1.8	2.0	.05
OUTS	3.8	4.4	3.9	4.7	2.1	.01
PURP	2.9	3.6	2.1	3.0	2.3	.10
BELI	3.5	4.4	2.8	2.8	2.8	.01
INST	3.3	3.7	3.6	3.5	2.1	.05
COMM	3.0	3.7	3.4	2.5	1.5	.01
WOLD	3.0	3.4	4.2	2.5	1.4	.01

[a]Grand mean of all cases

[b]Five point scale 5(high) – 1(low)

Key: NEWS, newness of project field
DEMA, extent of demand of project in total workload
CONF, self confidence
ENTH, enthusiasm for work
INDE, feeling of independence
WILL, willingness to try new ideas and approaches
SUBJ, competence in project subject matter
PROG, capacity to produce educational programs
INTE, ability to interact with colleagues
ADMI, effectiveness in management/administration
CLAS, classroom competence
OUTS, effectiveness in school-community relations
PURP, beliefs about purposes of eucation
BELI, beliefs about educational practice
INST, beliefs about role in this institution
COMM, beliefs about role in local setting
WOLD, beliefs about role beyond the local setting

See the questionnaire for the exact wording of each item.

Group 2 (N=9) Those in the second group report similar change to those in Group One except that their philosophical shifts are less marked whilst expansion of teachers' activities are more consistent with their prior interests and activities.

Group 3 (N=6) The impact of the Program for this Group was rather less than for Groups One and Two. The effects are generally limited to a few dimensions of their professional lives. These grantees are characterised by small personal change and competence gains only in aspects directly related to their projects.

Group 4 (N—10) Gains in confidence, enthusiasm, independence and adventurousness of the grantees in this group were reasonably high, but these were not accompanied by general competency gains or philosophical reappraisals.

CHAPTER 5

PLANNING DOCUMENTS

During the planning stages of this evaluation, the researchers wrote two documents designed to promote discussion of the form of the study. These documents were distributed to members of the National Innovations Committee's Sub-committee which acted as advisers throughout the evaluation.

Document One was forwarded to the Sub-committee in early July 1980, and formed the basis of initial discussions about the general direction and scope of the study. Subsequently, Document Two was written in an attempt to incorporate developments in the conceptualisation of the study, and was discussed at a planning meeting in mid-August 1980. The documents are included to indicate the development of the thinking of the evaluators in the planning stage of the study, and to indicate the extent of links between the evaluators and the National Innovations Committee's advisory sub-committee for this study.

Document One

EVALUATION OF THE IMPACT OF THE INNOVATIONS PROGRAM ON GRANTEES

A Planning Document

by

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To assist in the planning of the study of impact of the Innovation Program on grantees, the following framework has been assembled. This framework is derived from the document headed 'Innovation Program. Study of the Impact of the Program on Grantees (Project Directors).' This document was circulated to members of the National Innovations Committee Steering Committee for the evaluation study and to the Tertiary Education Research Unit at Melbourne State College. The framework has been developed around a series of headings often used to plan evaluations.

Purpose: To examine the impact on grantees in terms of the extent to which it has helped them to develop as educators and to influence other educators. (§1.2 in Schools Commission Document)

Audience: A. Schools Commission
National Innovations Committee

To provide assistance in the further development of the program through the grantees. (§1.3)

B. Directors General
Members of Parliament (§1.3)

Evaluation Questions:

A. In what ways has the Innovations Program affected the grantees? (§2.1)

B. What evidence can be brought forward by the project directors and others associated with them to show that change has taken place in a particular context? (§2.2a, §2.2b)

C. What are the school or local effects which influence the change process and, by implication, have affected the development of grantees? (§3.3a, §3.3b)

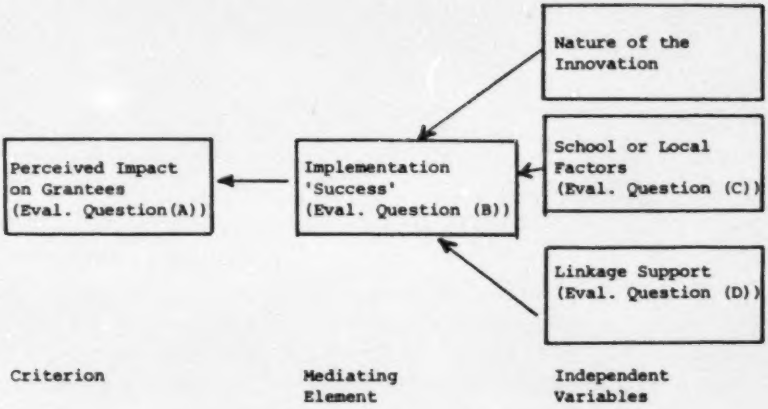
D. How have those outside the school or the local context assisted with implementation and dissemination? (§2.1, §3.3c)

Interest and concern about change in education has resulted in attempts to describe and conceptualise processes of innovation. As a result much is now known about factors which influence change. Although the majority of these studies have taken place in the United States of America, there are some Australian studies which have provided valuable insights into the effects of new programs in the context of this country's educational systems (see for example, Nicholas, 1979; Owen, 1979).

One of the important results of American work has been the development of several paradigms which describe various approaches to educational change (Havelock, 1973; Fullan, 1972). One of these is the Problem Solving Model, and this seems to summarise the approach adopted by the Schools Commission in supporting school level innovation. This perspective can be summarised by the view that the innovation process begins and ends with the user. Its chief characteristics are: the school is the starting place, diagnosis precedes solution identification, outside help must be non-directive, and user initiated change is seen as the strongest (Guba and Brickell, 1974).

This research project offers an opportunity to examine aspects of this model. In particular, it focusses on the impact of the process of innovation on the individual(s) associated with initiating change in schools.

As a starting point for developing strategies to answer the evaluation questions, it is useful to postulate links between broad groups of relevant variables. To aid discussion, these are outlined in schematic form below:


Nature of the Innovation
School or Local Factors (Eval. Question (C))
Linkage Support (Eval. Question (D))
Perceived Impact on Grantees (Eval. Question(A))
Implementation 'Success' (Eval. Question (B))
Criterion
Mediating Element
Independent Variables

The implications of the arrows in the figure are that:

(i) impact on grantee, in terms of professional development, increased morale, self actualisation, etc. is related to the implementation 'success' of the innovation.

Conventional wisdom suggests that the greater the success of implementation, the more likely that there is a positive impact on grantee. Also Havelock (1973) has linked the concept of 'Reward' to effective utilization of new knowledge. Nevertheless, it is also possible that, in some instances, effective implentation has produced a debilitating effect on grantees. Such cases, if they exist, need to be carefully examined alongside those where there is a positive link between the mediating element and the criterion.

(ii) implementation 'success' depends on three clusters of variables, namely, those associated with: the innovation itself, the support system, and the school environment. Fullan and Pomfret's (1977) excellent overview of innovation suggests these clusters. There is also evidence that school variables are the most important of these three sets. (Berman and McLaughlin, 1976)

To fulfil the brief of the Schools Commission it will be necessary to identify key variables in each of these sets. However, because of the

limitations of time, it would appear to be most appropriate to concentrate (but not confine ourselves) to the criterion and the mediating element.

Data Collection and Management

To collect data in short time visits to schools, interviews, with some structure, need to be developed. However, we believe that there should be provision for allowing grantees to describe unique dimensions of both the implementation of their innovation and their perception of its impact.

Before systematic information can be collected two aspects need to be developed. The first is the dimensions of perceived impact. We need to decide on the degree of emphasis to be placed on overt impact compared with underlying changes in grantee characteristics (which may be more difficult to measure). The second is to chart the 'success' of implementation. Although the approach of Hall et al (1975) was developed to assess the relative degree of implementation of one innovation in many sites, it may be useful in this study of different innovations in different sites. Hall et al explore the following dimensions of use: knowledge, acquisition of information, sharing, assessing, planning, status reporting and performing. These are general characteristics and thus could be applied to any innovation implementation. This study should enable us to assess whether the innovation grants have encouraged these processes.

We must also decide on the sources of our information. The grantee, of course, will be an important contact. However, it is our opinion that others associated with the innovation should also be interviewed. These discussions are required in order to determine the implementation success, and to obtain data about the clusters of independent variables. These interviews are likely to lead to more objective estimates of these factors than if the contact was confined to the grantee alone.

If this and arguments in preceding sections are accepted we will need to:

(i) carefully develop the interviews and decide who will be approached in each school, and
(ii) spend sufficient time in each school to gather the required data.

On the basis of past experience, two days per school would be appropriate to interview about five people.

If this is accepted, the number of schools visited would be less than first envisaged. Eight to ten schools in each of the three geographical areas suggested by the Schools Commission Steering Committee could be studied in the time available.

Reporting

A. Executive Summary
B. Technical Report

Time Scale

General	July 15	:	Commencement
	October 15	:	Interim Report (3 months)
	November 30	:	Data collection completed (4½ months)
	February 28	:	Final Report (7½ months)
Detail	July 15 -September 15	:	Lit. Review, Instrument Develop, Trial, Organize Visits, etc. (2 months)
	Sept 15 - Nov 30	:	Collect data (2½ months = 75 days) Actual days available = 55 days
	Nov 30 - Jan 15	:	First draft written (1½ months)
	Jan 15 - Feb 28	:	Final draft (1½ months)

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Document Two

EVALUATION OF THE IMPACT OF THE INNOVATIONS PROGRAM ON COMMITTEES

A PLANNING DOCUMENT (13 August, 1980)

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BACKGROUND RATIONALE:

The aim of the Innovations Program is to improve the quality of education at the primary and secondary levels by facilitating innovation , change and diversity in education. It seeks to achieve this through a system of grants to individuals. The system has three basic elements: financial support, counselling support, and formal and informal "stimulation and communication networks." The Schools Commission retains a measure of control over the general direction of change through its "guidelines to applicants" and its funding policies. This chosen direction is towards the socio-political goals of equality, openness of attitude, and co-operative school-community relationships. The Innovations Program can thus be viewed as a "social reform" approach to innovation in education wherein individual innovators have the freedom to generate new goals for education in a particular setting as well as new teaching-learning techniques and new organizational structures.

The strategy rests on a number of assumptions (which have considerable research support):

1. Innovations are most likely to have impact on students and the community if they are initiated by the individuals (esp. teachers) who will make direct use of them.

2. Overall, the direction of change will be beneficial to the general quality of education.

3. The processes of innovation - including project design, grant application, project implementation, evaluation, and the dissemination and discussion of results - will enhance the professional capacities and enthusiasm of individuals. These individuals, in turn, will exert wide influence on educational thought, educational practice, and organizational structures.

4. Encouragement of diversity at the grass roots level will result in diversity of shcool organizational structures, bringing individual schools more into tune with local needs.

PROGRAM EVALUATION:

The Innovations Program has two basic thrusts as far as evaluation is concerned. One is the generation of new ways of educating children, and so is oriented to the innovation product. The second is the personal-professional development of the grantee and those surrounding him, which occurs almost as a by-product of the innovation process. The two thrusts are by no means independent. In terms of the number of projects eventually funded and especially with a view to the long term effects of the Innovations Program, the Schools Commission emphasizes the latter thrust.

One way of conceptualizing the innovation process is shown schematically (fig 1 (a)). An individual familiar with the local setting identifies a problem (either in terms of what is supposed to be happening or a vision of what might happen) and seeks a solution. The success of the solution depends on three factors: the nature and quality of the idea, support/influence derived from the school community and support/influence derived from beyond the school setting. The biggest difficulty with the model is its implication that the innovation process ends with successful implementation of the innovation - at which state the problem is solved. A second difficulty is that it focusses on the substantive value of the innovation, rather than the impact on the innovator and those around him. The model is thus geared to the "innovation product" thrust of the Schools Commission program rather than the "professional development" thrust.

Fig. 1 (a)

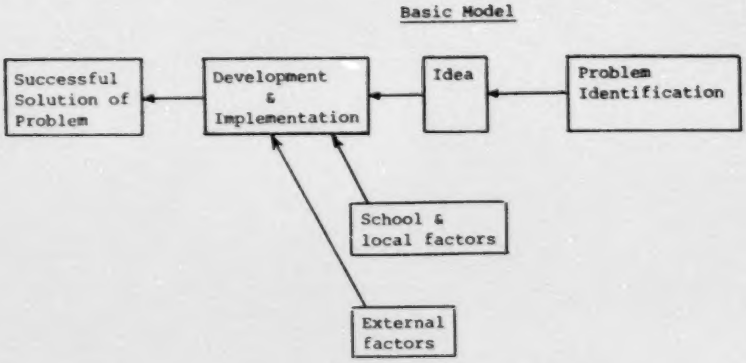
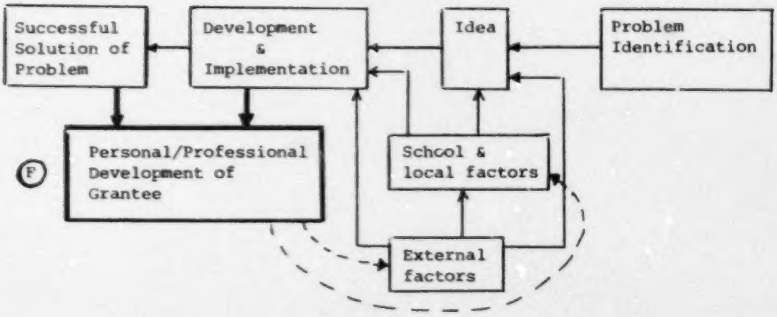


Fig. 1 (b)

Adaptation for Innovations Program



A more appropriate scheme is suggested in fig. 1 (b). The inclusion of the "feedback" loops complicates the model by mixing dependent and independent variables. This has theoretical disadvantages, but at least points up the shortfall of simple causal models in highly interactive situations like this. (One could reasonably argue that all boxes should be linked to all others and also that the "feedback" would be better diagrammed as an expansion into new endeavours and new growth rather than a recycling. I believe the model would then become too complicated to be useful).

THE MODEL IS SUGGESTIVE OF THE FOLLOWING:

1. The success of the innovation will have some bearing on the impact of the innovation process on the grantee and those surrounding him. However, success is not necessary for positive impact.

2. The innovation process is a vehicle for bringing the grantee into interaction with local and external personnel and this interaction may have mutual benefit in professional development.

3. The grantee has the responsibility of communicating the existence of and the results of the innovation; it is only through him that the innovation itself can make a wider impact.

4. School 'personnel', and external 'personnel' impringe on the innovation process at all stages and so can be seen as independent variables.

   They will also be influenced by the grantee and by their involvement with the project.

   ('Personnel' is a term used loosely here to include professional climate, morale, political climate, ideas, etc.)

The central purpose of the current evaluation is:

To investigate the extent to which people have developed as educators, including their influence on other educators, through the implementation of projects supported financially by this Innovations Program.

In terms of fig. 1(b) the focus is thus on the box (F) labelled 'personal/professional development of the grantees', with other boxes relevant because of their relationship to F.

Some clues as to the contents of the boxes can be derived from John Foyster's Evaluation Report (1979), the Innovations Project literature, and the innovations literature.

1. School and local Factors as independent variables

   - the principal's leadership style
   - innovative climate in the school
   - community confidence and support
   - school resources (materials, expertise, time)
   - insider/outsider relationships between the project group and others
   - reward systems

2. External Factors as independent variables

   - general political climate
   - support from other educators (either personally or via the literature)
   - Innovations Project Counsellors/Counselling
   - organizational procedures of Innovation Project
   - reward systems

3. The innovation itself (design and implementation)

   - type
   - scope
   - success (in terms of both intended and unintended outcomes)

4. Impact on Grantee

   (a) Personal

   - self confidence, self-esteem
   - initiative, independence
   - self perception
   - political awareness, skill
   - enthusiasm, drive, momentum

   (b) Professional

   - knowledge, skills
   - professional status (both within and outside school)
   - role perception
   - perspective on educational issues/practice
   - rapport with colleagues, administrators, students, parents
   - enthusiasm, drive, momentum
   - approach to professional responsibilities, possibilities
   - (expansion of) professional activity

5. Impact Beyond Grantee

(a) Impact of Innovation
- level of use in its own setting
- level of use in other settings
- success of innovation
- evidence of change in setting in which innovation is being used.

(b) Impact consequent to personal development of grantee
- publications, colloquia, training sessions, by grantee
- changes in professional activity, climate, etc. in his own or other schools
- further innovatory initiatives by or traceable to grantee
- socio-political change.

ASSESSING THE IMPACT ON THE GRANTEE:

(a) Introduction

John Foyster's report indicates that this will be very difficult:

1. The majority of grantees are experienced teachers with established reputations and status. Similarly, many unsuccessful applicants seem to fit this category insofar as a large number of them have gone ahead with program implementation in spite of their grant refusal.

2. Grantees who were considered 'outsiders' in their own school settings before their awards typically continued to be outsiders after the project. However, for many of these, support groups (usually other outsiders) were established from surrounding schools.

(b) An Attempt to model 'the Impact on the Grantee'

(i) Temporal Factors:

There is evidence that the Innovations Program has impact at five stages:

I The individual learns of the existence of the program
II The individual goes through the process of grant application
III The application is successful
IV The project is developed and implemented
V The implemented project is highly valued by students and staff in the school and people outside the local setting.

Positive impact at lower stages does not necessarily depend on completion of higher stages. Both positive and negative effects are possible at each stage.

(ii) Modelling Personal Development:

Possible bases for such models would include theories on the creation of ideas, and motivation theories (ranging from self-actualization theories to punishment-reward theories).

A question surrounding the use of creativity theories is whether the innovations are truly 'brand-new' ideas or rather translations/adaptations of existing ideas. Even though the funded projects generally fit into the second category, we suggest that they are nevertheless creative. A view of creativity often discussed in Philosophy of Science is that the act of creation involves juxtaposing 'old' ideas in 'new' combinations - from which new understandings and new directions for development arise. Viewed this way, all Innovations Projects are more or less creative.

However, creativity theories do not appear to us to have the necessary scope. Alternatively, the range of motivation theories would make a very complex basis for modelling the personal development of the grantees, and their application would appear to be beyond the scope of this work.

For the sake of conceptualizing the personal impact of the grantee and formulating the kind of question that might be helpful, the concept of ego involvement appears useful if 'ego' is used loosely to include ideas of personal drive, self esteem, evolutionary development, self enhancement, self protection, personal authenticity, personal power, etc..

It would seem that the innovatory idea is very much an extension of self, and that successful implementation has a host of personal ramifications.

As a possible example, the decision to tackle a particular problem in the school might be the result of an inner conflict (personal authenticity). Once the innovatory idea is made public, it is identified with self. During its development, personal commitment grows, so success of the project is valued (reward/punishment). During the development, skills and knowledge are increased, enhancing the innovator's status, broadening his professional role, increasing his influence and power, etc.

Clearly the ego idea could be used as a theme for conceptualizing and charting the personal development of a vairety of individuals in a variety of settings.

(c) EXPERIMENTAL DESIGN:

- sampling
- structured interview questions;
  - . scope and focus
  - . detailed questions
- the form of the report.

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